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Faculty–Librarian Collaboration: Information Literacy Integration in Second Year English Writing and Composition

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Concordia University–Portland

College of Education

Doctorate of Education Program

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Faculty–Librarian Collaboration: Information Literacy Integration
in Second Year English Writing and Composition

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Concordia University–Portland
College of Education

Dissertation proposal submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in
Administrative Leadership

Donna Graham, Ph.D., Faculty Chair Dissertation Committee
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Concordia University–Portland

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Abstract

The collaboration of instruction in higher education academic courses leads to integrating information literacy into teaching and learning in the higher education curriculum. Information literacy refers to the skills and strategies necessary for accessing, evaluating, organizing, transforming, and transmitting information (UNESCO, 2007). This qualitative study intended to explore the collaboration of 10 faculty and 10 librarians who integrate information literacy instruction into their academic curriculum. The study explored how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses, and who attended 4-year public colleges and universities in Louisiana. This study addressed the phenomena of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses and how it affected student learning outcomes. This research study supported its findings with completed data from surveys and interviews that were conducted with faculty and librarians from 14 4-year public universities and colleges in Louisiana, where required second year English writing and composition courses are taught.

Keywords: information literacy integration, second year English writing and composition, faculty–librarian collaboration, 4-year public universities in Louisiana, student learning outcomes

Dedication

This dissertation is dedicated to my Lord and Savior, Jesus Christ, who makes all things possible.

There is no me without Him.

Acknowledgments

I want to express my eternal gratitude to Dr. Donna Graham, my doctoral chair, for her never ending enthusiasm, encouragement, and patience. Thank you for pushing me when I needed to be pushed. Thank you for always being honest with me even when I did not want to hear it.

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Sincere gratitude goes out to my fellow librarian and faculty participants. It was an honor to talk to and receive your feedback for my study. Thank you for taking the time to participate in my study, and I hope further research will be conducted to help our college students in their higher education goals and aspirations.

My eternal love and gratitude to my Lord and Savior Jesus Christ, who has guided my effort in this intellectual journey. When I doubted my abilities, I could always go to you in prayer for guidance and encouragement. Thank you for believing in me when I stopped believing in myself!

To my many family members, friends, co-workers, and brothers and sisters in Christ. Thank you for your love, support, encouragement and prayers. To my daughters Tova and Jazz and my granddaughter, Harper Gieselle Elizabeth, I love you very much, and I hope you are proud of me.

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Chapter 1: Introduction

Introduction to the Problem

Faculty and librarian collaborations in higher education undergraduate courses were designed to help students as they progress through courses throughout their academic career. Those collaborative efforts included joint instructional sessions to help them better learn, comprehend, and critically analyze course lessons and materials (Belanger, 2012). According to Radar (1999), learning has to be continuous and almost a “way of being.” Universities must teach their constituents to integrate learning opportunities into everything they do to be successful in the constantly changing education, work, and technology environments (Kesselman & Weintraub, 2004).

The purpose of this case study was to explore how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in a required second year English writing and composition course. The study focused on students who attended 4-year public colleges and universities in Louisiana. The significance of this study addressed the phenomena of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses and how it affected student learning outcomes. There were multiple research studies about the collaboration of faculty and librarians and how those collaborations affected student learning outcomes of the first year and first year students in higher education, but few studies have addressed how those collaborations affected student learning outcomes of the second year or sophomore students in higher education.

According to McNee and Radner (2017), a collaboration between the classroom teacher and the teacher-librarian led to a statistically significant higher level of student skill development. Additional benefits of teacher librarian collaborations gave students more access to

academic resources, expertise, and connections to the broader school community (McNee & Radmer, 2017). Through those collaborations, college students would be better prepared to meet the demands of their academic and professional writing projects and assignments (MacMillan & Mackenzie, 2012). Those collaborative efforts may also have indicated that college students became more efficient in their primary, library, media, technology and visual literacy skills when information literacy instructional lessons were integrated into their core curriculum (Sharp, 2012).

Many case studies have been conducted on information literacy instructional collaborations between faculty and librarians and their effects on student learning outcomes of first year college students (Bendriss, Saliba, & Birch, 2015). This case study specifically focused on student learning outcomes of second year college students due to information literacy instructional collaborations between faculty and librarians. This study was unique in both its scope and ambition and helped create a better understanding of student learning outcomes due to the specific library and faculty instruction interactions, which had an effect on student academic success.

Background, Context, and History

Academic libraries supported student learning assessment both institutionally and nationally and provided value for faculty (Gilchrist & Oakleaf, 2012). The National Institute for Learning Outcomes Assessment report concluded that learning outcomes, instructional strategies, and assessment methods academic librarians employed to help students achieve their learning goals, increased their level of academic success, and progressed further and faster through coursework (Gilchrist & Oakleaf, 2012). According to Grove (2017), academic and

research libraries contributed to student learning in support of the university's educational mission.

Teaching collaborative information literacy integration in the academic curriculum required a constant and evolving understanding of the paradigm shift in today's fast-changing technology era (Gilman et al., 2017). The history of the term information literacy was first coined by Zurowski (1974), president of the U.S. Information Industry Association, in his report to the National Commission on Libraries and Information Science. Zurowski (1974) defined the term as a shift from teaching library instruction that emphasized the acquisition of mechanical searching skills, to a more conceptual approach to information use. The term was later defined that an information literate person needed to have the ability to access, evaluate, organize and use information in order to learn, problem-solve, make decisions, in formal and informal learning contexts, at work, at home and in educational settings (Association of College & Research Libraries, 2014). In essence, the information literate student could determine the extent of the information he or she needed, could evaluate information and its sources critically and could use information effectively to accomplish a specific purpose (Association of College and Research, 2012).

The core definition of information literacy dealt with how people searched for information and how they transferred those skills to a variety of needs (Association of College and Research Libraries, 2015). Information literacy was knowing when and why you need information; where to find it; and how to evaluate, use, and communicate it in an ethical manner (Chartered Institute of Library and Information Professionals, 2003). To be information literate required an understanding of: a need for information, the resources available, how to find information, the need to evaluate results, how to work with or exploit results, ethics and

responsibility of use, how to communicate or share findings, and how to manage those findings (Chartered Institute of Library and Information Professionals, 2003).

Academic librarians dealt with a range of information literacy teaching environments—from one-time classes to formal course-integrated interactions with faculty curriculum (Grassian & Kaplowitz, 2009). Librarians had always been the bridge between the teaching goals of the faculty and the resources available through higher education institutions. The library had always been the catalyst that professors used to teach and that students used to learn (Kim, 2016).

Prior empirical research on faculty–librarian collaborations had primarily focused on first-year college students and the effects of student learning outcomes due to those collaborations. According to Massis (2012), it was imperative that librarians collaborated with and supported the faculty on a college campus to reinforce the overall academic success of its students. “The human element remains the essential component in achieving real success for students through structured collaboration and communication between librarians and faculty” (Massis, 2012, p. 90). In essence, “the first-year college student and the integration of an overall strategy of information literacy training is essential for successful access to library resources that must be available to all first-year students” (Massis, 2012, p. 91).

Problem Statement

It is not known how faculty and librarians perceived collaboration affecting undergraduate students who were enrolled in a required second year English writing and composition courses. This study focused on how faculty and librarian instructional collaboration could enhance students reading comprehension, academic vocabulary, and writing of college level essays that required the use of research skills (Bendriss, Saliba & Birch, 2015). According

to Brown and Malefant (2017), students benefit from library instruction in their initial coursework which adds value to their long-term academic experience.

Purpose of the Study

The purpose of this qualitative study was to explore how faculty and librarians perceived joint collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. According to Yousef (2010), understanding attitudes of faculty members toward collaboration with the library was expected to help in building a positive relationship between the two groups; and gave a clearer picture for future projects which required the involvement of both parties. Exploring faculty attitudes toward library research instruction and their use of technology could also help librarians adjust to teaching trends within their institutions (Perez-Stable, Vander Meer & Sachs, 2012).

Research Question

R1. How do faculty and librarians perceive collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?

Rationale for the Study

The qualitative case study was based on open-ended queries, to uncover the thoughts and feelings behind initial responses and applied insights and learning to the research process in real time (Denzin & Lincoln, 2005). The qualitative method of research used in this study was based on Pham and Tanner's (2015) research, which focused on collaborations between academic and library staff. Their qualitative research study focused on factors that affected collaboration between academics and library staff, which included the power asymmetries that existed between academic and library professional groups in a collaborative relationship, and the impacts of

temporal and spatial dimensions, individual participants, and structural enablers and constraints on collaborative partnerships (Pham & Tanner, 2015). The significance of such a study addressed the interconnection between learning skills and information literacy as well as the interrelated roles between librarians and learning advisors for the development of lifelong learning skills for students (Smith, 2011).

The methodology used for this study was qualitative. The data collected for this study came from the responses of interviews and surveys. The interviews for this study were specifically designed to ask librarians about their efforts and experiences in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum of second year English writing and compositions courses. Generating qualitative data through the use of interviews allowed the respondents (librarians) to talk in some depth choosing their own words and helped the researcher develop a real sense of the librarians' understanding of faculty–librarian instructional collaborations (Sutton & Austin, 2015).

The survey for the study was designed by librarians to get faculty feedback about library educational services, information literacy perceptions, and insight into the characteristics of their library users (Lowe et al., 2014). The reason for using this particular survey was to get respondents (faculty) feedback about library services and to define and investigate variations in faculty populations who collaborated with librarians to deliver information literacy instruction at their respective institutions of higher education. Using the results of this survey helped the researcher analyze variations of how the integration of information literacy instruction worked at 4-year public colleges and universities in Louisiana.

The case study research approach was the best method for this study, to answer the research question and address the problem statement of this study. Since qualitative research

could be a bit labor intensive, analyzing a large sample using a quantitative research approach would be more time consuming and unfeasible for this study (Mason, 2010). The qualitative method helped to reduce the study ideas into a small, discrete set of ideas to explore. According to Denzin and Lincoln (2000), qualitative research stresses the socially constructed nature of reality, the intimate relationship between the researcher and what was studied, and the situational constraints that shape inquiry (Denzin & Lincoln, 2000).

Research Design

The research design for this study was a descriptive case study (Yin, 2003). According to Yin (2003), this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. The phenomena being explored in this case study was how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. This specific descriptive research case study was an in-depth study that involved 4-year public college and universities in Louisiana that offered second year English writing and composition credit courses. It was the intent of this study to show the strategies to integrate information literacy instruction into second year English writing and composition courses that strengthened collaborative partnerships between faculty and librarians to improve student learning outcomes in finding, assessing and using information more effectively in their writing and composition assignments.

Librarians were contacted via telephone by the researcher to answer interviews that were specifically designed to ask them about their efforts and experiences in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum. This interview method was explicitly selected by the researcher to allow respondents (librarians) to

express and elaborate about what they thought in their own words about faulty librarian instructional collaborations and enabled the respondents to answer in as much detail as they liked in their own words (McLeod, 2018). This interview method was created by the Association of College and Research Libraries (2017) and the American Library Association Standards for Proficiencies for Instruction Librarians and Coordinators (2013). Permission to use this interview method was approved via email from the Association of College and Research Libraries and the American Library Association websites.

Faculty were emailed an IRB approved survey (see Appendix B) to get their feedback about their understanding and use of library services at their respective institutions. Faculty who taught second year or sophomore level English writing and composition courses were selected to receive the survey. The reason for using this particular survey was to get respondents (faculty) feedback about library services and to define and investigate variations in faculty populations who collaborated with librarians that delivered information literacy instruction at their respective institutions of higher education. Using the results of this survey helped the researcher analyze variations of how the integration of information literacy instruction worked at 4-year public colleges and universities in Louisiana. Once faculty completed the survey, they were asked to email them back within thirty days to a designated, private email address explicitly designed for this qualitative study. The anticipated date for the researcher to email the survey to faculty participants was June 17, 2018. Once surveys were completed by targeted participants, a deadline to return completed surveys (July 16, 2018), was communicated to targeted participants. Any completed survey received after July 16, 2018, was not used in the final analysis of this case study.

Once completed surveys were received by the researcher, data from the completed surveys were compiled and analyzed using Qualtrics Analysis Software (2019). The results of the collected and analyzed data were displayed in charts and graphs formats according to the questions asked in the survey. The final results of the data collected and analyzed were summarized in Chapter 4.

The phone interviews questions, created by the Association of College and Research Libraries (2017) and the ALA Standards for Proficiencies for Instruction Librarians and Coordinators (2013), were asked of librarians of how they viewed teaching when collaborating with faculty to integrate information literacy into the second year English writing and composition curriculum at their respective institutions (see Appendix A). This interview method was chosen by the researcher to investigate and compare the views and experiences of liaison librarians when they collaborated with teaching faculty. The results of the interviews showed that instructional collaboration with faculty and librarians helped improve the writing and research skills of students, especially those who were enrolled in second year English writing and composition college courses (Shannon & Shannon, 2016).

Definitions of Terms

Faculty–librarian collaboration. In this study, this term referred to the partnering of faculty and librarians in delivering curriculum instruction, criteria for academic assignments and finding scholarly resources for research projects, which affected student learning outcomes (Lindstrom & Shonrock, 2006).

Information literacy instruction. Information literacy was the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information was produced and valued, and the use of information in creating new knowledge and participating

ethically in communities of learning (American Library Association, 2015). In this study, the term referred to library instruction sessions that covered the curriculum of second year English writing and composition courses at 4-year public colleges and universities in Louisiana. Those information literacy instruction sessions assisted students with scholarly research, critical thinking, analyzing, and scholarly writing development and production (Angell & Tewell, 2017). Information literacy instructional sessions with librarians also helped faculty build tailored research guides and learning objects in support of their courses (Bordignon et al., 2016).

Student learning outcomes. In this study, the term referred to the improved learning of research, writing and critical thinking skills of students enrolled in second year English writing and composition courses at 4-year public colleges and universities due to faculty–librarian collaboration in course instruction (Goodwin, 2014).

Assumptions, Limitations, and Delimitations

The assumptions of a case study were items that were somewhat out of control of the researcher but needed to be addressed so that the research study remained relevant (Simon, 2011). Assumptions of this study justify that each assumption was “probably” true, otherwise the study could not progress (Simon, 2011). The limitations of a qualitative research study include potential weaknesses in that were out of the researcher’s control (Simon & Goes, 2013). Limitations specifically associated with a study are validity and reliability (Wiersma, 2000). Delimitations are those characteristics that arose from limitations in the scope of the researcher’s study (Simon & Goes, 2013). Delimitations resulted from specific choices made by the researcher (Simon & Goes, 2013).

Assumptions. Assumptions of this study were: (a) The majority of faculty who taught second year English writing and composition courses at 4-year public colleges and universities in

Louisiana successfully collaborated with academic librarians in integrating information literacy instruction at their respective institutions. (b) Due to poor writing skills of second year English writing and composition students and the lack of support for academic librarians to integrate information literacy instruction into the academic curriculums at their respective institutions, it was assumed that collaborations were established to make a difference in improving students' abilities in terms of researching, critical thinking and writing scholarly papers (Wilson & Blankenship, 2010). (c) If academic libraries intended to remain vital to the university community, faculty–librarian collaboration was essential (Beard, 2010).

Limitations. Limitations of this study were: (a) Time constraints of faculty and librarian participants to complete the survey and interviews, which could impact the results and conclusions of this study. (b) Once the survey had been electronically distributed to faculty participants at 4-year public colleges and universities in Louisiana who have implemented information literacy instruction into their second year English writing and composition courses, completed surveys would not be returned by the deadline for analysis of the data. (c) Once the deadline passed, librarian participants who had not been reached to participate in the telephone interviews would significantly impact the final results of this case study.

Delimitations. Delimitations for this study were: (a) Two year public colleges in Louisiana who offered second year English writing and composition courses where information literacy was integrated into the English curriculum. Survey data from two year institutions would not yield desired student learning outcomes results for researchers who would possibly continue the study for students enrolled in third and fourth year academic English courses where information literacy instruction was integrated into the curriculum. (b) A future extension of this study to collect data and develop a report of the same students of this study in their third and

fourth year English courses where information literacy instruction was integrated into the English curriculum. The purpose of extending this study would yield research results where faculty and librarian instructional collaborative efforts had continued to help the same students of the initial study in their advanced writing and research projects.

Summary of Chapter 1

The process of integrating information literacy methods within the curriculum of second year college English writing and composition courses would lead to the promotion of curriculum redesign processes to build a stronger foundation for more profound critical thinking skills and academic success (Mardis & Baudino, 2016). The final results of this study, which will be summarized in Chapter 4 of this dissertation proposal, would conclude that student success, academic engagement, community development, and profound student learning outcomes, were tied into the conceptual framework of this study. The collaboration of faculty and librarians in curriculum delivery was the foundation for the academic success of students in higher education (Truesdell, 2012).

Librarians and faculty did share common goals of promoting positive student learning outcomes and sharing assessment strategies to engage students in a robust community of effective writing, critical thinking and shared teaching methods (Fry et al., 2009). Instructional collaborations of faculty and librarian through the integration of information literacy in writing and composition college courses would have long-lasting impacts on student learning outcomes (Rinto & Cogbill-Seiders, 2015). Assigning information literacy activities, in combination with academic curriculum units, helped build problem-solving and critical thinking skills to engage and promote student success (Pan et al., 2014).

Chapter 2: Literature Review

Introduction to the Literature Review

Faculty–librarian collaborations play a significant role in the academic success and education of students in institutions of higher education throughout the United States. Librarians and faculty in academia realized the importance of information literacy, where the goal was to make it an integral part of the academic curriculum (Li, 2010). The collaboration between faculty and librarians in their support of information literacy, was essential in aiding college students when conducting scholarly library research, thinking critically and producing scholarly academic work (Gilchrist & Oakleaf, 2012). Those collaborations also helped strengthen the mission and goals of academic libraries, and the capacity of faculty and librarians increased the quality of teaching and learning, research, library, and information services as well as cost advantages in sharing human resources (Aytac, 2010). This literature review addressed research that had been conducted on faculty–librarian collaborations in information literacy instruction and how it affected student learning outcomes.

The effects of faculty library collaborations and student learning outcomes proved to be a significant factor in the academic success of college students throughout the United States (Brown, 2016). Those collaborations were developed and assessed according to the specific academic needs of a college or university and promoted as a productive contributor to the academic success of its students (Brown & Malenfant, 2015). Without effective collaboration between academics and library staff, information instruction was likely to lack relevance to the particular discipline and be perceived by students to be of little value (Pham & Tanner, 2015). Developing effective forms of collaboration had become essential for universities dealing with

the challenges of complex, dynamic critical thinking, and learning environments (Pham & Tanner, 2015).

The purpose of this study was to explore how faculty and librarians perceived collaborations and how they affected undergraduate students who were enrolled in required second year English writing and composition courses. The study specifically focused on students who attended 4-year public colleges and universities in Louisiana. After phone interviews and survey data for the study had been conducted and distributed, collected, analyzed and summarized, final concepts presented would enable readers of the study to gain a broader understanding of collaborative instructional efforts between faculty and librarians. Developing collaborative partnerships between teachers and school librarians could be one way of addressing educational mandates such as Partnership for 21st Century Skills and Common Core State Standards (Latham, Gross & Shelbie, 2013).

This study discussed the phenomena of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses. Through those collaborations, college students would be better prepared to meet the demands of their academic and professional writing projects and assignments (MacMillan & Mackenzie, 2012). Those collaborative efforts could also show that college students become more efficient in their primary, library, media, technology, and visual literacy skills when information literacy instructional lessons are integrated into their core curriculum classes (Sharp, 2012).

This chapter provided an overview of the literature about faculty–librarian collaborations and how those collaborations contributed to student learning outcomes of second year English Writing and Composition students at 4-year public colleges and universities in Louisiana. Those required second year English writing and composition courses were required General Education

core courses in 4-year colleges and universities in Louisiana (Louisiana State Legislature, 2009). General Education core courses are necessary for students to graduate with a bachelor's degree from an accredited 4-year college or university in Louisiana (Sayed, 2013).

General education courses were the core courses of an undergraduate degree program that students had to take before enrolling in courses of their desired major. General education, also known as Gen Ed, was a required curricular of courses that made up the foundation of an undergraduate degree (Unbound, 2017). English, specifically English Composition, was the skill of composing coherent sentences and was one of the most foundational aspects of cultural communication (Unbound, 2017). Collaboration was a simple concept with wide-ranging and exciting implications for the education of all students and the effectiveness of all educators (Fry, Ketteridge & Marshall, 2009).

The concept of collaboration in this case study included the services of the academic librarian, whose responsibility was to help educate students and provide professional resources for educators (Sacchanand, 2012). In an environment in which libraries increasingly needed to demonstrate their value to faculty and administrators, providing evidence of the library's contribution to student learning through its instructional programs was critical (Farkas & Hinchliffe, 2013). Providing evidence of the library's contribution to student learning through its instructional programs was also critical in today's era of quality concerns and accountability (Farkas & Hinchliffe, 2013).

The characteristics of successful faculty–librarian collaborations focused on: (a) shared goals, (b) shared language, (c) mutual respect, (d) overlapping competence, and (e) ongoing communication (Arp et al., 2011). The elements of those characteristics defined successful collaborations and the skills that librarians needed to interact effectively with faculty. Successful

faculty–librarian collaborations also sought to construct meaningful insight, produce a diverse set of ideas and perspectives, and encourage scholarly dialogue (Gaetz, 2013).

The results of scholarly dialogues and conversations about teaching and learning between librarians and faculty helped those professionals analyze, evaluate, and agree on the scholarly process of information literacy instruction (Jensen & Bennett, 2015). Those scholarly dialogues and conversations about teaching and learning established a better working understanding of the scholarly research process that effected student learning outcomes (Oakleaf, Gilchrist, & Millet, 2015). Those scholarly dialogues also led to a better understanding of shared responsibility between faculty and librarians, where both professionals worked together to incorporate information literacy instruction within composition programs and improved students' research options and behaviors (Artman et al., 2010). The more those dialogues occurred, the more understanding of what led to fruitful collaborations and working relationships between faculty and librarians occurred (Lotts & Arendt, 2010).

There were several initiatives which had been developed and implemented throughout college and university libraries in the United States to promote faculty–librarian collaborations. One initiative was embedded librarianship (Riccio, 2012). This initiative which worked in the daily practice of information skills training, embedded librarians (virtually and face-to-face) into designated academic subject areas in order to better serve their patrons according to their specific research needs (Landry-Hyde & Cantwell, 2013). According to Burke and Tumbleson (2016), embedded librarians became part of instructional courses, understood faculty expectations, and collaborated with faculty to impact students at the moments of their greatest need for research assistance. Embedded librarians connected with faculty, created collaborations with faculty in

the classroom, assisted faculty with research assignment designs and guided students in the practices and skills they needed to research topics (Burke & Tumbleson, 2016).

Information literacy courses taught undergraduates how to conduct research. Those courses helped students achieve academic success, developed 21st century information literacy skills, and provided clarity regarding the research process (Long, Burke, & Tumbleson, 2012). Information literacy also became increasingly important in the contemporary environment of rapid technological change and proliferating information resources (Anafo & Filson, 2014). It also involved abilities to recognize when information was needed and then to phrase questions designed to gather the needed information (Anafo & Filson, 2014). Information literacy involved knowing that there were different types of information, each with its origin, purpose, and place along the information spectrum; knowing how to navigate through a variety of information environments, and why you would want to do so; and habitually evaluating, questioning, and verifying what you found (Wiebe, 2016).

Librarians benefited by collaborating with faculty to learn more rigorous research methods to help students achieve academic success. According to Kinsley, Hill, and Maier-Katkin (2014), students learned critical thinking, research, and writing skills from a collaboration between discipline specific faculty and librarians. Collaboration between faculty and librarians enhanced student learning outcomes, provided cross pollination and professional development across disciplinary boundaries for faculty and librarians, and integrated the university library more fully into the educational mission of the larger institution (Kinsley, Hill, & Maier-Katkin, 2014). When librarians offered information literacy instruction to students, it helped faculty by not increasing the teaching load of their course discipline(s) (Gillaspy-Steinhilper, 2012).

Acquiring information literacy skills was important for students to succeed in academia. The successful student must know how to apply knowledge to new areas; integrate knowledge with other aspects of life; understand the implications of knowledge for self and others; care about learning; and learn how to learn (Wirth & Perkins, 2008). None of those learning categories could not be neglected because learning in one area enhanced learning in other areas (Fink, 2003). Information literacy was common to all disciplines, to all learning environments, and all levels of education (Association of College and Research Libraries, 2015). It enabled learners to master content and extended their investigations, became more self-directed, and assumed greater control over their learning (Association of College and Research Libraries, 2017).

Rubric assessment. Rubric assessment of information literacy instruction was an essential tool for librarians seeking to show evidence of student learning (Belanger et al., 2015). Rubrics provided librarians and faculty with the data they needed to assess student learning outcomes from instructional and library services (Garipey, Stout & Hodge, 2016). According to Belanger et al. (2015), practical recommendations for implementing rubric assessment were: (a) building successful collaborative relationships, (b) developing assignments, (c) creating and using rubrics, and (d) using assessment results to improve instruction and assessment practices. A rubric approach to information literacy assessment along with the collaboration of librarians and faculty served not only the best interests of the campus in accreditation processes of students and faculty in the classroom, but was also critical for the library and its role on campus (Oakleaf, 2006). Librarians in higher education needed to assess information literacy instruction which helped increase student learning, helped respond to calls for accountability, and improved library instruction programs (Oakleaf & Kaske, 2009).

Using rubrics promoted a more in-depth examination of student learning outcomes, facilitate reflection on teaching practices, created a renewed focus on designing instructional activities that engaged students and elicit authentic evidence of student learning, and strengthened library collaborative instructional teams (Oakleaf, 2008). A model rubric developed by the Association of American Colleges and Universities named the Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric for Information Literacy (Association of American Colleges and Universities, 2013), could be used to target specific focus group participants of a research case study. The utility of the VALUE rubrics was to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning could be shared nationally through a standard dialog and understanding of student success (Association of American Colleges and Universities, 2013).

Library instruction. The impact of library instruction could lead to improved information literacy learning. This impact enabled librarians and their collaborative partners to maximize opportunities for student academic success (Rinto & Cogbill-Seiders, 2014). Library instruction improved students' achievement of institutional core competencies and general education outcomes and added value to a student's long-term academic experience (Brown & Malenfant, 2017). Collaboration, purposefulness, and longevity were critical ingredients for achieving successful student learning outcomes assessment (Pan, Ferrer-Vinent, & Bruehl, 2014).

Library instruction and collections contributed to academic teaching and learning outcomes. According to Pan, Ferrer-Vinent, and Bruehl (2014), an embedded, mixed-methodology, and longitudinal approach of library instruction could be used to collect data and assess outcomes in terms that described and measured the value of library services and resources.

An example of a survey that was used for a qualitative case study of faculty–librarian collaboration was developed for Claremont Colleges Libraries in Claremont, California, to assess: (a) library educational services/ information literacy competencies, and (b) library collections (Lowe et al., 2014).

The expanded role of librarians in measuring the outcomes of academic programs encouraged developing partnerships between the library and academic departments to teach information literacy (Nimon, 2001). Moreover, success was contingent on including assessment criteria that reflected the goals of all stakeholders—librarians, academics, and students (Nimon, 2001). Measuring the learning outcomes data of library programs and services helped improvements and advocacy of academic libraries, which helped support its members and furthered its mission (Ackerman et al., 2018).

The purpose of the research study was to gather data on how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. Although a plethora of research and studies had been conducted on student learning outcomes of first year college students, this research study focused specifically on how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. This research was essential in helping to find what factors were again crucial in educating, retaining, and contributing to what was needed to help those second year students be successful as they prepared for their third and fourth years of undergraduate academic studies.

This qualitative method of research was based on open ended queries, where it intended to uncover the thoughts and feelings behind first responses and applied insights and learning to

the research process in real time (Denzin & Lincoln, 2005). This method of research also helped reduce ideas into a small, discrete set of ideas to explore (Creswell, 2013). The recording of source detail, the time and date of the data collected, storage, and search capabilities were all important when developing data for a qualitative case study (Wickham & Woods, 2005).

Background to the Problem

There were problems that academic librarians faced when trying to promote the concept of faculty–librarian collaborations about student learning outcomes (Brown & Melanfant, 2015). Based on the literature surveyed for this dissertation, two prominent theories emerged in direct opposition to each other concerning these problems. According to Mintz (n.d.), some educational scholars and researchers believed that faculty–librarian collaborations in higher education produced positive student learning outcomes, which was in opposition to other scholars and researchers who believed that this concept centered on collaboration, had no direct effect on the success of student learning outcomes of college students (Pham & Tanner, 2015). In a study conducted by Igbo and Imo (2017), the perception of the teaching faculty and librarians focused on collaboration as a strategy for imparting information literacy to the undergraduate students of Nigerian universities. The planners concluded that the academic curriculum of the universities needed to realize the need to incorporate aspects of information literacy in the overall program of the university and encourage partnership between the faculty and information professionals in teaching students for better learning outcomes (Igbo & Imo, 2017).

Collaborative challenges have produced two pedagogical approaches: the tutoring approach and the team teaching approach (Overn, 2014). The tutoring approach was designed to help students write better papers by giving them direct feedback on planning and process as well as hands on advice on their papers (Overn, 2014). This approach allowed faculty and librarians

to collaborate in planning of a course, where the librarian was responsible for the tutoring and giving feedback on papers before the students had to meet final deadlines. The team teaching approach was mostly used when the students needed a broader introduction to academic writing, and where the teacher's and the librarian's joint knowledge shed light on the process (Overn, 2014). In this approach, the learning outcomes were focused on research methods and searching for information.

A study conducted by Mitchell-Kamalie (2011), researched collaborative issues of faculty–librarian collaborations. The study concluded that an evidence based approach was more likely to be convincing to faculty members who were hesitant about collaborating with librarians when integrating information literacy into their courses and curricula (Mitchell-Kamalie, 2011). However, change was unlikely to happen without a partnership with information literacy experts, i.e., academic librarians (Franklin, 2013). Improved communication between faculty and librarians was also a key factor in enhancing collaborative efforts (Strang, 2015). Information literacy and evidence based practice worked hand-in-hand (Adams, Gaffney & Lynn, 2016).

The Standards for Libraries in Higher Education (American Library Association, 2011) promoted collaborative efforts of academic libraries and educational institutions in its mission to educate its students and position libraries as leaders in the assessment. Those standards differed by providing a comprehensive framework using an outcomes based approach, with evidence collected in ways most appropriate for each institution (American Library Association, 2011). Collaborative efforts among academic educational institutions also promoted institutional frameworks for attracting international students to their institutions (Barenjia, Hashemipourb, & Guerra-Zubiaga, 2013).

Conceptual Framework

The goal of collaborative teaching and learning in higher education was to foster excellence in the academy (Mills, 2002). Research studies on information literacy competency supported the foundational framework that information skills teaching was more likely to succeed when it was integrated into the academic setting or curriculum (Ragains, 2013). The concept of information literacy through the collaboration of faculty library instruction was the foundation for the academic success of college students (Li, 2010). According to Sanabria (2013), collaborations provided an opportunity for librarians not only to demonstrate their value to the institution and the research practices of the faculty but facilitated teaching students how to navigate an increasingly diverse and at times confusing information environment that was driven by access to several technologies. For students entering college, learning early how to navigate the library and its resources could become an important element to their academic success. The importance of collaborations between academic library faculty and disciplinary faculty was an essential part of the academic success of college students and their future as participants in an information driven society (Sanabria, 2013).

The conceptual framework of collaborative instruction of information literacy was based on the premise that: (a) the centrality to successful pedagogy of dialogue and collaboration between faculty and librarians was essential for academic success, and (b) the exploration and revision of practical approaches of collaboration to teaching and learning in higher education was needed (Jaipal-Jamani et al., 2015). This conceptual framework supported the importance of faculty and librarians working together for the inclusion of information literacy into course curriculum to prepare students for academic success and future working life (Brage & Svensson, 2011). The benefits of those collaborations were to promote critical thinking and investigation;

enhanced the development of metacognitive skills and approaches to understanding new media and information use interactions; and helped students understand their roles as active, rather than passive information consumers and producers (Hassman, 2011).

The potential of the framework for faculty and librarian collaborations was to create a community of conversations to explore understanding and work together to create more collaboration, more innovative course designs, and more inclusive consideration of learning within and beyond the classroom (Association of College and Research Libraries, 2014). The targeted faculty–librarian communities of conversations for this case study were 4-year public colleges and universities in Louisiana who followed a General Education curriculum program required for first and second year college students. General Education core courses in higher education institutions in the state of Louisiana were designed to ensure that students acquired the knowledge and skills to live productive lives as responsible and knowledgeable citizens of the world (State of Louisiana Board of Regents, 2012). General Education initiatives were also important in embedding high expectations and meaningful assessment of student learning, where General Education was essential for enhancing curricula and pedagogy (Association of American Colleges and Universities, 2013).

The library and academic studies in higher education have intersected and shared values. Those intersecting and shared values have evolved into a framework that included information literacy learning, which were tied to the teaching of writing and research and encouraged students to think critically about their methods and dispositions (Thomas & Hodges, 2015). The concept of information literacy learning helped librarians and faculty collaborate and address core issues associated with elements in the information field within the context of higher education (American Library Association, 2014). The shared value of librarians and information

literacy in learning communities continued to evolve from a skills based practice to a more integrative, transformative pedagogy that was recognized as a necessary means for today's undergraduate students to be successful in a digital world (Association of College and Research Libraries, 2015).

The conceptual framework of this research study centered on the unique components of successful faculty–librarian collaborations, which included library resources, instructional goals, preparation of lectures, student reading assignments and online support tools (Gilchrist & Oakleaf, 2012). According to Sharp (2012), successful collaborative sessions must address the following five essential components: basic literacy, library literacy, media literacy, technology literacy, and visual literacy. Those components were essential to help assess whether collaborative sessions improved student success in the information literacy instructional course or on future information seeking endeavors (West, 2013).

The framework of pedagogy and collaboration supported the fact that students would better engage with writing, critical thinking, and revision if they engaged with others (Bruffee, 2009). This framework rejected the notion that students think, learn, and write in isolation. Collaborative pedagogy, critical thinking, learning, and creative writing skills connected to the broader theory of collaborative learning (Peck, 2009). It also concluded that cooperative learning was one of the most commonly used forms of active pedagogy, which in turn helped educators understand and better assess student involvement in learning (Tsay & Brady, 2010). Rethinking learning pedagogies for the twenty first century was crucial in contributing to the development and mastery of 21st century competencies and skills, and advanced the quality of learning (Scott, 2015).

The conceptual framework for information literacy in higher education came out of a belief that information literacy was an educational reform movement that realized its potential only through a ‘richer’ more complex set of core ideas (American Library Association, 2015). It was based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills (American Library Association, 2015). According to Baer (2015), the key to accepting information literacy was an educational reform movement involved in developing fuller partnerships with course instructors and other campus partners and shared knowledge of and expertise in areas including student research behaviors, research assignment design, scholarly communications, information architecture, and curricular development. When advocating for literacy education reforms, stakeholders should avoid the temptations of political expediency that too often limited the prospects for sustained student achievement (Information Literacy Association, 2016).

Exploring and revising a conceptual framework of effective approaches to collaboration to teaching and learning in higher education helped to support and build a systemic information literacy program strategy in order to enhance relationships and the academic library’s value (Leligdon, Briggs, & Quinn, 2015). Librarians as members of the academic community must be prepared to engage with the scholarship and research of faculty if they want to engage and collaborate with them (Beilin, 2015). Librarians must be able to identify realistic learning goals, integrate active learning techniques, and conduct a meaningful assessment in order to engage with and collaborate with faculty in student instructional sessions and scholarly research projects (Watson et al., 2013).

Review of the Research Literature and the Methodological Literature

The themes of this literature review focused on four specific areas of research studies: (a) faculty–librarian collaborative initiatives in higher education; (b) information literacy instructional programs in higher education; (c) embedded librarianship in the academic curriculum; and (d) assessment of information literacy instruction on student learning outcomes in higher education (Gilchrist & Oakleaf, 2012). Those themes specifically addressed how librarians and faculty shared mutual goals and objectives when it came to developing and enhancing student information literacy skills, critical thinking skills, and lifelong learning skills (Feinberg, 2012). The value of library services, instruction, and resources in the college classroom contributed to advanced academic teaching and positive student learning outcomes for college students (Pan et al., 2014).

Faculty–librarian collaborative initiatives in higher education. An Australian study of collaboration between faculty and librarians focused on helping students to avoid plagiarism when conducting scholarly research (Williamson et al., 2010). The study concluded that further study of the nature and operation of collaboration would be required, especially about the literature that identified characteristics of successful collaborations and collaborators (Williamson et al., 2010). To successfully avoid plagiarism while conducting scholarly research due to faculty library collaborations, would require two pedagogical approaches, “*instructional practice*” and “*inquiry learning*” (Williamson & McGregor, 2011). Both approaches were found to help students to avoid plagiarism and taken together, would provide a robust repertoire of ideas that could be implemented over time (Williamson & McGregor, 2011).

Another collaborative project between librarians and teaching faculty was designed to help to teach faculty craft more effective library research assignments for their students.

According to Sanabria (2013), this collaborative design focused on how to pose well-structured research questions to students in order for them to learn where to find the proper resources in the library for their research projects. The results of the project found that more work needed to be done in creating collaborations between librarians and faculty across disciplinary boundaries throughout the college that could culminate in research assignments that could help students succeed and demonstrate their achievement of classroom goals (Sanabria, 2013). Bridging the librarian faculty gap and conducting more studies of the gap between students' perceptions of information literacy and the sense shared among faculty and librarians were essential in creating productive collaborations across disciplinary boundaries (Kissel et al., 2016).

Librarians at Westminster College in Salt Lake City, Utah, developed and implemented a year-long collaborative professional development project with its faculty focusing on the Association of College and Research Libraries (ACRL) report, "Information Literacy Competency Standards for Higher Education," as a framework (VanderPol & Swanson, 2013). The purpose of this project focused on which ACRL standards were perceived as the librarians' job while determining which ACRL standards were thought to fall primarily under the purview of the teaching faculty in regards to information literacy instruction of its students (VanderPol & Swanson, 2013). Results of the collaborative professional development project found that librarians can best develop higher order information literacy skills in students by partnering with faculty (VanderPol & Swanson, 2013).

Information literacy instructional programs in higher education. Several research studies have been conducted related to information literacy in universities. According to Maitaouthong, Tuamsuk, and Tachamanee (2012), the library was responsible for information literacy education activities for its students, which included orientation, short training programs,

teaching at the reference desk, online self-learning programs and co-teaching in classes. The research study was aimed at studying the roles of university libraries in support of information literacy integration in the course instruction. The findings of the study concluded that university libraries were the important organization with the roles to teach and support the integration of information literacy in the instruction of various undergraduate courses (Maitaouthong, Tuamsuk & Tachamanee, 2012). It was important that university libraries supported the teaching of information literacy of educators and librarians, organized learning and teaching activities that developed students' information literacy skills, and organize activities to develop educators' information literacy (Maitaouthong, Tuamsuk & Tachamanee, 2012).

Surveys have been conducted of faculty at institutions of higher education to assess their perception of information literacy and how they have incorporated information literacy skills into their courses (DaCosta, 2010). A survey conducted at two higher education institutions in England and the United States found there was an information literacy skills gap between what faculty and librarians wanted for their students and how they should work collaboratively to bridge that gap (DaCosta, 2010). A case study of a credit bearing information literacy class at the University of Strathclyde Business School in Glasgow argued that information literacy could stand alone as a subject of study, with proper learning and teaching methods (Johnston & Webber, 2003). Another case study conducted by Tuamsuk (2013), found that 70.93% of universities in Thailand offered information literacy as a taught course. The information literacy course topics included the selection of information sources and resources, information accessing and searching, and academic report writing (Tuamsuk, 2013). Also, throughout the school year, librarians lectured on information literacy as a part of students' orientation sessions (Tuamsuk, 2013).

Partnerships between faculty and librarians concerning information literacy instruction were developed to help faculty understand the importance of integrating information literacy into the curriculum. A study conducted at Feng Chia University found positive attitudes among faculty and librarians concerning integrating information literacy into the curriculum but different attitudes between teaching higher order thinking skills and lower order thinking skills (Cha & Hsieh, 2009). The study found that nearly half of the respondents were willing to collaborate with librarians to design information literacy instruction at the university. The study also found that factorial dimensions which influenced collaboration depicted a clearer picture of what faculty were concerned with and helped reexamine the readiness in building a successful relationship (Cha & Hsieh, 2009).

Studies of integrating information literacy instruction in the curriculum had been supported by academic librarians and faculty over the years. According to Lindstrom and Shonrock (2006), as the importance of information literacy grew within the academy, so did the importance of the role of librarians as integral members of the teaching and learning mission of the college and university. Bell and Shank (2004) concluded in their research study that the “blended or embedded librarian,” would be successful in the academy only when librarians understood the pedagogy of instruction and adopted principles of instructional design, theory, and practice.

Embedded librarianship in the academic curriculum. Embedded librarianship was very common in many academic libraries. The factors that defined embedded librarianship were relationship, shared goals, and customized, high value contributions (Shumaker, 2012). In the age of limited collections of printed materials, libraries drew researchers and readers into their edifices to make use of the library’s resources (Burke & Tumbleson, 2016). With the digitization

of many materials, embedded librarians served a much more physically distributed clientele that used the library's resources from home and mobile devices as well as in-house (Burke & Tumbleson, 2016).

Through the development and gathering of survey data, academic librarians developed and initiated outreach and marketing strategies, evaluated their teaching effectiveness, implemented programs that supported student centeredness, and evaluated how libraries impacted important administrative decisions (Andrews, 2014). Embedded librarian programs often found librarians involved in the spaces of their users and colleagues, either physically or through technology, in order to become a part of their users' culture (Drewes & Hoffman, 2010).

A librarian's physical location was seldom what defined them as embedded (Drewes & Hoffman, 2010). Many embedded librarians performed in-depth topical research and worked in resource development (Shumaker & Talley, 2009). Embedded librarianship took a librarian out of the context of the traditional library and placed him or her in an "on-site" setting or situation that enabled close coordination and collaboration with researchers or teaching faculty (Carlson & Kneale, 2011).

The implementation of embedded librarianship in higher education courses contributed to improved student learning outcomes. A case study about an embedded librarian project, conducted at the University of Florida Health Science Center Libraries and College of Medicine, consisted of learners who were full-time academic health care professionals enrolled in an online graduate educational technology program (Edwards & Black, 2012). The study focused on assessing the embedded librarian's impact on the information literacy competency of the participants. The study concluded that embedded librarians were of value to the online students and that recommendations for the assessment of embedded librarian projects included the need

for future studies to investigate various contexts and the use of other methodologies to provide stronger empirical evidence (Edwards & Black, 2012). In contrast to the traditional model of librarians serving one library user at a time, the embedded librarian became a team member by providing personalized services through integration, collaboration, and establishment of a strong working relationship with an entire community of information users (Lemley, 2016).

Information literacy instruction on student learning outcomes. Research studies have been conducted to measure and assess how information literacy instruction has affected student learning outcomes in higher education. A study conducted by Hobbs et al. (2015), measured the effectiveness of library instruction on student learning outcomes in terms of demonstration of student information literacy skills and self confidence in using those skills. According to Belanger et al. (2015), results of the assessment in faculty–librarian collaboration studies were needed for a renewed collective interest in support of librarian and faculty relationships and how they affected student learning outcomes.

A study conducted by Gola et al. (2014), focused on developing an information literacy assessment rubric which measured undergraduate information literacy skills of graduating, senior level student papers. The University of Houston (UH) Libraries partnered with the UH Office of Institutional Effectiveness and its Director of Assessment and Accreditation Services for General Education to conduct a campus wide, exploratory assessment of undergraduate information literacy skills. The study specifically focused on the collaborative rubric development and rating process, the practical implications for other librarians seeking to conduct a similar assessment, and the impact the project had on the library instruction program (Gola et al., 2014). The study concluded that librarians were able to raise awareness about the importance of information

literacy and its integral relation to critical thinking and writing. The collaboration provided the essential expertise and authority needed to complete the project (Gola et al., 2014).

Previous research studies focused on collaborative initiatives between academic faculty and librarians have covered several aspects of academic librarianship. In a study conducted between the Wayne State University Library and the Central Michigan University Library, an initiative entitled, *The Collaborative Imperative*, addressed a broad aspect of academic librarianship services, where librarians from each institution participated in a cooperative working relationship with classroom faculty (Payne, 2001). The results of the collaborative effort concluded that in order for faculty library collaborations to be successful, the need for active listening, creative dialogue, and mutual trust and respect must exist, can grow only from personal connections (Payne, 2001).

Studies of assessment of student learning outcomes due to information literacy instruction have been conducted at many college and university libraries in the United States. Studies by the Society of College, National, and University Librarians (SCONUL) had been conducted and actively involved in raising the profile of information literacy in higher education since 1997 (Johnson, 2003). Case studies were conducted at six institutions of higher education, explaining how information literacy was incorporated into the curriculum. The case studies were conducted and assessed by the Society of College, National and University Librarians (SCONUL) in order to identify a consistent process to measure student learning outcomes with academic staff accurately, and to comment on any obstacles (Society of College, National and University Librarians, 2004). Authors were also asked to provide examples of the learning outcomes or complete module outlines.

Faculty library collaborations and their effects on student learning outcomes were an essential research topic in higher education. According to Asplund et al. (2013), the objectives of faculty library collaborations were to offer Information Literacy education and to support the integration of the study of information literacy as part of the competency based curricula. Information Literacy should support students at different stages of their studies as a lifelong, academic skill in higher education (Association of College and Research Libraries, 2017).

Assessment of student learning outcomes was also an important research topic in higher education. Librarians, both independently and in partnership with faculty, were systematically and intentionally creating learning outcomes, designing curriculum, assessing student achievement of learning goals, using assessment results to identify practices that impact learning, and employed those practices to positively impact the student experience (Gilchrist & Oakleaf, 2012). Learning outcomes were critical to a meaningful education, and focused on learning outcomes, which was essential to inform, diagnosis, and improve teaching processes and student learning (Tremblay, Lalancette & Roseveare, 2012). Interest in developing comparative measures of learning outcomes had increased in response to a range of higher education trends, challenges, and paradigm shifts (Tremblay, Lalancette & Roseveare, 2012).

Through the initiatives of embedded librarianship and collaborative pedagogy on college campuses between faculty and academic librarians, information literacy instruction, and college level interdisciplinary teaching initiatives were successfully promoted and integrated to enhance student learning outcomes. According to Andrews (2015), information literacy instruction challenged students to think critically, and equipped them with the ability to determine the need for information, how to retrieve it effectively and efficiently and then evaluate it for its relevance, accuracy, authorship, timeliness, bias, and its ethical use. Interdisciplinary teaching

initiatives, through a conceptual model for effective collaboration, supported embedded librarians in its courses, shared in revising assignments, reviewed student outputs, and assessed student learning (Mulligan & Kuban, 2015). Through those collaborative initiatives, student learning outcomes were assessed to determine the effects of information literacy instruction in higher education.

Librarians and faculty shared common goals of promoting positive student learning outcomes and sharing assessment strategies to engage students in a robust community of effective writing, critical thinking and shared teaching methods (Fry et al., 2009). Instructional collaborations of faculty and librarian, through the integration of information literacy in writing and composition college courses, have long lasting impacts on student learning outcomes (Rinto & Cogbill-Seiders, 2015). The process of integrating information literacy methods within the curriculum of second year college English writing and composition courses led to the promotion of curriculum redesign processes to build a stronger foundation for more profound critical thinking skills and academic success (Mardis & Baudino, 2016). The final results of this study concluded that student success, academic engagement, community development, and deep student learning outcomes, are tied into the conceptual framework of this study and the collaboration of faculty and librarians in curriculum delivery is the foundation for the academic success of students in higher education (Truesdell, 2012).

Review of Methodological Issues

Methodological issues in faculty–librarian collaboration centered on problems librarians faced when trying to promote the concept and explain that concept to the administration of why information literacy was vital to educators. First and foremost, for many faculty and librarians, it had not been made clear who was responsible for promoting information literacy on their

campuses (Matthies, 2004). When it was realized that information literacy was a campus issue, many upper level administrators failed to make it a priority; thus, it never became part of the campus culture (Tewell, 2018). The solution to the problem was the campus wide promotion of information literacy by all educational stakeholders (Matthies, 2004).

Another methodological issue in faculty–librarian collaboration was the invisible divide that often existed between librarians and faculty (Matthies, 2004). According to Johnson (2018), academic librarians were always finding exciting ways to remain visible, connected to students and faculty, and help facilitate meaningful conversations. Leveraging the liaison model was critical to illustrating the library as more than a purveyor of content and that its expertise was an essential component of the academic knowledge infrastructure on and off campus (Johnson, 2018).

Synthesis of Research Findings

Synthesis of research findings in faculty–librarian collaboration was organizing those findings of information around how collaborations successfully worked, specifically in second year English writing and composition courses. According to Napier et al., (2018), synthesis of research in faculty–librarian collaboration involved writing instructors, instructional librarians, and writing center administrators that helped students transition between locating and evaluating to effectively integrate and synthesize information. Further research concluded that shared responsibility for student learning in information literacy reflected in the Association of College and Research Libraries in ACRL’s, *Framework for Information Literacy for Higher Education*, called for librarians, teaching faculty, and administrators to collaborate more extensively (American Library Association, 2017). The researcher’s synthesis of the literature pertaining to faculty–librarian collaboration in instructional settings concluded that collaborative attempts

among faculty and instructional librarians have not been very effective when attempting to integrate instruction in a classroom setting or learning environment (Napier et al., 2018). The role of librarians had become an integral component of the teaching and learning mission of colleges and universities, although the commitment to an integrated approach had not become a trend (Lindstrom & Shonrock, 2006).

Critique of Previous Research

Previous research in faculty–librarian collaboration dated back to the development of the concept of information literacy instruction. The term “information literacy” was first used by Zurkowski (1974), who suggested that informationally literate people knew how to apply information resources to their work. Since then, the information age and its far reaching technological developments have changed how users related to and used information, making information literacy skills an essential set of skills and competencies that impacted the daily lives of individuals living in an information society (O’Gorman & Trott, 2009).

Faculty–librarian collaboration instruction discussions date back to the 1990s. In an article by Farber (1999), faculty–librarian collaboration was recognized as one of the essential ingredients in effective library instruction. Winner (1998) agreed that collaboration was essential, although there was no widespread acceptance of the librarian’s role in curriculum planning and course integrated instruction. Winner (1998) argued that merely working with faculty was not enough; collaboration was only successful when the interaction between librarians and faculty resulted in an integration of the library into all elements of curriculum planning. Rader (1995) outlined three factors on which successful integration of library and research skills (information literacy) into the academic curriculum depended: library administrators had a long term commitment to integrating library instruction into the curriculum;

librarians and faculty worked together in curriculum development, and the institution had a strong commitment to excellent educational outcomes for students in the areas of critical thinking, problem solving, and information skills.

Summary of Chapter 2

Research studies have suggested that collaborations between faculty and librarians were effective in improving student learning, encouraging personal reading, and raising digital citizenship awareness (Wersebe, 2018). Wersebe's (2018) developed a mixed-method research study that relied on 62 anonymous surveys and 22 face-to-face interviews that assessed what was needed to improve collaboration as part of the learning environment. Those types of research studies were needed to promote and support the concept of faculty–librarian collaborations, which was supported in the ACRL Framework for Information Literacy for Higher Education, which listed ways librarians collaborated with faculty to increase student learning (Saines et al., 2019).

The foundation for effective student learning outcomes was also based on research studies that concluded without collaboration between faculty and librarians in information literacy instruction, library teaching would not exist (Raspa & Ward, 2001). According to Raspa and Ward (2001), building, maintaining and improving instructional collaboration between faculty and librarians were the successful outcomes of specific institutional initiatives, and emphasized the potential long term impact of working across disciplines and traditional university boundaries. Librarians were well suited to engage in collaborative interactions because of their capacity for listening and experience of working closely with faculty in the traditional library setting (Johnson, 2018).

The impact of collaboration between teachers and librarians was also significant in valuable literacy skills. According to McNee and Radmer (2017), students whose teachers worked within collaboration models had greater gains from their initial to final assessment scores than the other students did. Their results indicated that collaboration between the classroom teacher and the teacher librarian led to statistically significant higher levels of student skill development.

Chapter 3: Methodology

Introduction

The purpose of this case study was to explore how faculty and librarians perceived collaborations affecting student learning outcomes of undergraduate students who were enrolled in required second year English writing and composition courses. The research for this case study focused on students who attended 4-year public colleges and universities in Louisiana and who were enrolled in second year undergraduate English writing and composition courses at their respective institutions.

The importance of the study was that it addressed the phenomena of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses and how it affected student learning outcomes. The results of this research study expected to show that discipline specific instruction (in this case second year English writing and composition), involved information literacy instruction in all its instructional activities, which in turn resulted in improved student learning outcomes (Hulett et al., 2013).

Faculty–librarian collaborations played a significant role in the academic success and education of students in institutions of higher education throughout the United States. Librarians and faculty in academia realized the importance of information literacy, where the goal was to make it an integral part of the academic curriculum (Li, 2010). The collaboration between faculty and librarians in their support of information literacy, were essential in aiding college students when conducting scholarly library research, thinking critically, and producing scholarly academic work. Those collaborations also helped strengthen the mission and goals of academic libraries, and the capacity of faculty and librarians to increase the quality of teaching and

learning, research, library, and information services as well as cost advantages in sharing human resources (Aytac, 2010).

Statement of the Problem

The problem this study explored was how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. Those required second year English writing and composition college courses were required General Education core courses in 4-year colleges and universities in Louisiana (Louisiana State Legislature, 2009). General Education core courses were necessary for students to graduate with a bachelor's degree from an accredited 4-year college or university in Louisiana (Sayed, 2013).

It is not known how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in a required second year English writing and composition courses. This study focused on how faculty and librarian instructional collaboration enhanced students reading comprehension, academic vocabulary, and writing of college level essays that required the use of research skills (Bendriss, Saliba & Birch, 2015).

This study addressed the phenomena of how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses. Through those collaborations, college students would be better prepared to meet the demands of their academic and professional writing projects and assignments (MacMillan & Mackenzie, 2012). Those collaborative efforts also indicated that college students became more efficient in their primary, library, media, technology, and visual literacy skills when information literacy instructional lessons were integrated into their core curriculum (Sharp, 2012).

Research Question

R1. How do faculty and librarians perceive joint instructional collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?

The survey questions used for this research study was based on a research model created and conducted for Claremont Colleges Libraries in Claremont, California (Lowe et al., 2014). The survey was designed to gauge the faculty familiarity with the use of, and views about two significant areas of its libraries' services: (a) library educational services / information literacy competencies and (b) library collections (Lowe et al., 2014). The interview questions used for this research study were developed by the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017). The interview questions were designed to get librarians' feedback about working with faculty to integrate information literacy instruction into second year English writing and composition courses.

Purpose and Design of the Study

The data collected for this study came from the responses of telephone interviews conducted for librarians and an online survey for faculty. The interview method selected for this study was specifically designed to ask librarians about their efforts and experiences in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum of second year English writing and compositions courses. The survey method selected for this study was specifically designed to get faculty feedback about library services at their respective institutions.

Generating qualitative data through the use of an interview allowed the respondents (librarians) to talk in some depth choosing their own words and helped the researcher develop a

real sense of the librarians' understanding of faculty–librarian instructional collaborations (Sutton & Austin, 2015). The open interview method was explicitly selected by the researcher to allow respondents (librarians) to express and elaborate about what they thought, in their own words, about faulty librarian instructional collaborations and enabled the respondents to answer in as much detail as they wanted in their own words (McLeod, 2018).

The survey for the study was designed for and by librarians to get feedback from faculty about library educational services, information literacy perceptions, and insight into the characteristics of their library users (Lowe et al., 2014). The reason for using this survey to get respondents (faculty) feedback about library services, was to define and explore variations in faculty populations who collaborated with librarians to deliver information literacy instruction at their respective institutions of higher education. Using the results of this survey helped the researcher analyze variations of how the integration of information literacy instruction worked and how it affected student learning outcomes of students at 4-year public colleges and universities in Louisiana. The goal of the survey was to establish meaningful variations (relevant dimensions and values) of how information literacy instruction was integrated and perceived from data collected from the population of faculty surveyed (Jansen, 2010). Upon approval of the researcher's graduate advisor, an online survey was used to obtain the opinions of English faculty about library services at their respective institutions of higher education. The advantages of using an online survey included increased response rates, low cost, real time access, and convenience (Howard, 2016).

This case study research intended to get a better understanding of information literacy instructional collaborations between faculty and librarians. While quantitative research focused predominantly on the impact of an intervention and generally answers questions like, “did it

work?” and “what was the outcome?”; qualitative research focused on understanding the intervention or phenomenon and explored questions like, “why was this effective or not?” and “how was this helpful for learning?” (Sargeant, 2012). The research procedures for selecting participants, analyzing data, and ensuring research rigor differed from those for quantitative research. Quantitative research required standardization of procedures and random selection of participants to remove the potential influence of external variables and ensure generalizability of results (Sargeant, 2012).

In contrast, subject selection in qualitative research was purposeful; participants were selected who could best inform the research questions and enhance understanding of the phenomenon under study (Kuper, Lingard & Levinson, 2008). Purposeful sampling in qualitative research provided a pragmatic solution or a short cut for researchers, compared with exhaustive sampling (Benoot, Hannes, & Bilsen, 2016). Purposeful sampling was not meant to be comprehensive in terms of screening all potential interviewees, because the interest of the researcher was not in seeking a single correct answer, but rather in examining the complexity of different conceptualizations (Benoot, Hannes, & Bilsen, 2016).

Descriptive case studies are focused and detailed, in which propositions and questions about a phenomenon are carefully scrutinized and articulated at the outset (Mills, Durepos & Wiebe, 2010). The defining features of descriptive case study research answer what, when, where, and how questions, but not why questions (McCombes, 2019). Descriptive case studies gather detailed data to identify the characteristics of a narrowly defined subject (McCombes, 2019).

The research designed for this case study was found to be the best method to use to collect the data needed to answer the research question for this study: How do faculty and

librarians perceived joint instructional collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses? Through a specific phone interview method designed to get feedback from information literacy instructional librarians about collaborating with faculty and a survey designed by librarians to get faculty feedback about specific library services, the collection of the anticipated data gave the researcher better insight into the nature of the phenomena that faculty and librarians joint instructional collaborations did affect learning outcomes of undergraduate students who were enrolled in required second year English writing and composition courses.

The survey that was used for this case study was developed for Claremont Colleges Libraries in Claremont, California (Lowe et al., 2014) to assess: (a) library educational services/information literacy competencies and (b) library collections. The data from the survey was assessed with intentions to explore if closer collaboration were needed between librarians and faculty, specifically in library educational services and information literacy instructional competencies. The data from the survey was also used to explore faculty and librarians' perceptions of information literacy instruction and how it was used in English writing and composition courses. Permission to use the online survey was granted via a telephone call to the authors of the survey.

The survey for this case study was distributed via email to faculty who jointly collaborated with librarians to integrate information literacy instruction in second year English Writing and Composition courses at 4-year public colleges and universities in Louisiana (see Appendix B). The telephone numbers of those librarians who were targeted to participate in interviews by telephone and email addresses of those faculty who were targeted to participate in the online survey, were requested from the Information Literacy Interest Group of the Louisiana

Library Network Consortium (LOUIS). LOUIS, a consortium of public and private college and university libraries in the state of Louisiana (which was formed in 1992 by the library deans and directors of higher education institutions in Louisiana), was created as a cost-effective collaboration among the institutions for the procurement of library technology and resources (LOUIS, 2017).

The interview protocol process, the instrument of inquiry for asking questions for specific information related to qualitative, descriptive case studies, was used to improve the quality of data obtained from the telephone interviews of the targeted participant librarians (Castillo-Montoya, 2016). Descriptive case studies completely describe different characteristics of a phenomenon in its real-life context (Yin, 2009). The interview protocol process that was used to ensure quality data collection from the interviews made sure the interview questions aligned with the research question, and the interviews, which were inquiry-based conversations (Castillo-Montoya, 2016). The open-ended telephone interview questions for the targeted librarians took approximately 10 to 15 minutes per call.

A model rubric developed by the Association of American Colleges and Universities named the Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric for Information Literacy (Association of American Colleges and Universities, 2013), was sent electronically to targeted focus group participants, both librarians, and faculty. This third data source for this qualitative research study, helped provide data for both faculty and librarians in better understanding how librarians could better collaborate with faculty in linking content area knowledge for higher impact learning that directly related to learning activities, courses, and assignments (Rapchak, Brungard, & Bergfelt, 2016).

Population and Sample Selections

The target population came from 4-year public colleges and universities in Louisiana who followed a General Education curriculum program required for first and second year college students. General Education Core courses in higher education institutions in the state of Louisiana were designed to ensure that students acquired the knowledge and skills to live productive lives as responsible and knowledgeable citizens of the world (State of Louisiana Board of Regents, 2012). General Education initiatives were also crucial in embedding high expectations and meaningful assessment of student learning, where General Education was essential for enhancing curricula and pedagogy (Association of American Colleges and Universities, 2013).

The targeted sample for this study consisted of 10 librarians and 10 faculty members who worked at 4-year public colleges and universities in Louisiana who followed a General Education curriculum program required for first and second year college students. The required criteria of the sample for this research study were faculty and librarians who collaborated to integrate information literacy instruction in the second year English curriculum. The purposeful sampling method was used in this sample development. Purposeful sampling in qualitative research provided a pragmatic solution or a short cut for researchers, compared with exhaustive sampling (Benoot, Hannes & Bilsen, 2016). Purposeful sampling was not meant to be comprehensive in terms of screening all potential interviewees, because the interest of the researcher was not in seeking a correct answer, but rather in examining the complexity of different conceptualizations (Benoot, Hannes, & Bilsen, 2016).

The telephone numbers of the information literacy librarians who were targeted to participate in interviews by telephone and email addresses to send the online surveys to faculty

who collaborated with librarians to teach second year English writing and composition courses, were requested from the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017). LOUIS was a consortium of public and private college and university libraries in the state of Louisiana. The group was a cost-effective collaboration among higher education institutions in Louisiana for the procurement of library technology and resources (LOUIS, 2017). According to Nilsen (2012), faculty perceptions of and attitudes toward academic librarians and library instruction tend to be critical to the success of Information Literacy programs. This sample (librarians and faculty) was crucial to the value and improvement of library resources and services to both research, teaching, and scholarly writing in academia (Heider et al., 2012).

Instrumentation

The instrumentation used for this qualitative research study were open ended telephone interview questions conducted by the researcher for librarians and standardized questions in the form of an online survey, which was administered to participating faculty. The researcher used IRB approved interview questions for the librarians that were developed by the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017). The IRB approved online survey instrumentation was created by the Claremont Colleges Library Faculty of Claremont, CA (Lowe et al., 2014).

Data Collection

Two of the most common methods of data collection used in qualitative research studies are individual interviews and online surveys (QuestionPro, 2019). These data collection methods are descriptive in nature and are usually more focused on gaining insights and understanding the underlying reasons by digging deeper (Sivarajah et al., 2017). Individual can explore the views,

experiences, beliefs and motivations of individual participants while surveys can utilize open-ended questions format to obtain data (Ponto, 2015). The methods of data collection used in this research study were telephone interviews with academic librarians and online surveys with English faculty at 4-year public colleges and universities in Louisiana.

Identification of Attributes

The attributes of this study were identified as the participants (English faculty and academic librarians) who were selected and could best be identified with answering the research question which enhanced understanding of the phenomenon of the study. The impact of faculty–librarian collaboration on students, and perceptions of the future of faculty–librarian collaboration and information literacy promoted academic success and interdisciplinary learning, and positive changes in students' information seeking behavior and in their perceptions of the librarian's role in student learning (Franklin, 2013). The attributes of English faculty and academic librarians in successful collaborative information literacy instruction sessions for students was needed which contributed to improved students' information literacy skills (Yevelson-Shorsher and Bronstein, 2018).

Data Analysis Procedures

Procedures for conducting data analysis of the returned surveys were conducted in the following manner: for individual assessment of open-ended and multiple choice questions of the survey, the data analysis software program, Qualtrics (2019), was used to tabulate the number and percentage of respondents answers. This analysis software performed comparisons of how different groups of respondents answered the survey questions.

Once all the surveys (or at least 60% of the surveys) were returned, an analysis plan that linked the study's research question to the survey questions was created. The objective for

creating an analysis plan for a qualitative study was to analyze the data as collected, where the results were used repetitively to modify the data collection itself (Guest, MacQueen & Namey, 2012).

Finally, the built-in analysis and graphing capabilities of the data analysis software was used to create charts and graphs of the collected data (see Appendix D). This analysis phase of the collected data summarized the findings through demonstration of predicted responses by faculty and the effects of factors that led to their actual responses. Charts and graphs of the data collection and analysis yielded accurate results that helped back up conclusions about the effects of student learning outcomes when faculty and librarians collaborated in instructional settings.

The software coding tool that was used for the librarian telephone interviews in this research study was provided by the computer aided qualitative data analysis software, QDA Miner Lite by Provalis Research (n.d.). This free software tool was used to assign, organize, run frequencies and explore relationships among codes meanings, categories, and themes for the interviews for the librarian responses (see Appendix E). The main aim of coding was to break down and understand the data and develop categories to put the data in order (Bengtsson, 2016).

The coding method that was used for the completed librarian telephone interviews was the constant-comparative coding method, which involved open coding, axial coding, and selective coding (Kolb, 2012). Open coding was the first step, where raw data was examined to begin to develop names and categories. Axial coding was the second step, where the researcher related the initial codes to one another. Lastly, a hierarchy was developed, and one or a small number of codes was chosen to represent the key concepts drawn from the raw data (Saldaña, 2013). The codebook that was created for this study connected the research question, theory of the study and the data collected to address the phenomena of how librarians and faculty

perceived joint instructional collaborations and if they did or did not affect student learning outcomes in second year English writing and composition courses.

Limitations of the Research Design

Limitations of the study were: (a) time constraints of faculty and librarian participants to complete the survey and telephone interviews, which impacted the results and conclusions of the study; (b) once the survey had been electronically distributed to 4-year public colleges and universities in Louisiana who implemented information literacy instruction into their second year English writing and composition courses, it was out of the researcher's control as to when the surveys would meet the set deadline for completion and return and (c) once the deadline had passed, colleges and universities which had not returned their surveys by the established deadline (July 16, 2018), would not be contacted via email or by phone. If surveys were not returned within 30 days of the original deadline, the data requested from those institutions would not be used in the final data analysis.

Validation

The validation for this qualitative study was based on the accuracy of the data collected for analysis. The validity of collected data was used to inform meaningful decisions in this qualitative study (Statistics Solutions, 2019). Based on the validity of the respondents in this study (liaison librarians and English faculty), interpreted and condensed data used in the study was authentic and consistent. The validity of the questions used in the online survey for faculty was that the questions were developed by librarians who taught information literacy and provided library services at their academic institution. The validity of the questions used to interview the librarians by telephone were developed by the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017).

Credibility

The credibility of this qualitative study provided evidence that librarians and faculty do share common goals of promoting positive student learning outcomes and sharing assessment strategies to engage students in a robust community of effective writing, critical thinking and shared teaching methods through collaboration (Fry et al., 2009). Through member checking, data from the study's interview questions were returned to librarian participants to check for accuracy (Birt et al., 2016). Using the triangulation method for this qualitative study, validated the two methods for collecting data for this study (Carter, et al., 2014). Using a qualitative method of coding the telephone interview completed data for this study validated the themes and subthemes of the study (Saldaña, 2013). The theme-based categories of librarian response words and phrases that appeared frequently in the study's telephone interviews are listed in Appendix E of this study.

Dependability

The dependability of this qualitative study returned results of how information literacy integration in college writing and composition courses were effective in courses beyond the second year level of a student's academic career. The dependability of this study proved that the instructional collaborations of faculty and librarian through the integration of information literacy in writing and composition college courses had long lasting impacts on student learning outcomes (Rinto & Cogbill-Seiders, 2015). Dependability of studies are to verify researchers' findings and to make sure their research results were consistent with the raw data they collected. They want to make sure that if some other researchers were to look over the data, they would arrive at similar findings, interpretations, and conclusions about the data (Statistics Soultions, 2019).

The qualitative method of research continually evolved, as patterns and styles of human interaction and communication changed (Denzin & Lincoln, 2005). Qualitative method of research was always based on open-ended queries, where it intended to uncover the thoughts and feelings behind initial responses and applied insights and learning to the research process in real time (Denzin & Lincoln, 2005). Open-ended questions in qualitative research yielded important insights, not only into respondents' substantive answers, but also into how they understood the questions asked and why they arrived at an answer (Singer & Copuer, 2017).

Ethical Issues in the Study

Ethical issues of this study included the minimal risk of creating many advanced information literate students, who understood that the foundation for life-long learning, the ultimate goal of education, was common to all disciplines, learning environments, and levels of education (Association of College and Research Libraries, 2016). Creating more advanced information literate students presented both opportunities and challenges for new education policies that needed to be responsive to new learning environments throughout all institutions of higher education (Lantz & Brage, 2015). This new learning reality required a radical review of the whole learning enterprise (Lantz & Brage, 2015).

As a researcher of this study, the consent of participants involved in the study agreed or disagreed that integrating information literacy instruction into second year English writing and composition curriculum could be beneficial for any academic curriculum course in higher education programs (Artman et al., 2010). To control the researcher's bias during phone interviews with librarians, the researcher followed the guidelines of the approved IRB for this study and developed an outline, which helped the researcher focus solely on collecting the necessary data and kept detailed records of the data (Kaiser, 2009). This bias conclusion

supported the theory of information literacy instruction that was a conceptual understanding that organized many other concepts and ideas about information, research, and scholarship into a coherent whole (Association of College and Research Libraries ACRL, 2014).

The researcher informed participants of the purpose of the study and ensured that participant confidentiality would be kept throughout the study and its publication (see Appendices F and G). The researcher did not receive any financial gain or benefit from conducting this research study, thereby removing any potential conflict of interest. The participants of the study were insured by the researcher that the data collected would be securely stored and kept confidential throughout the duration of the study.

Summary of Chapter 3

The process of integrating information literacy methods within the curriculum of second year college English writing and composition courses led to the promotion of curriculum redesign processes to build a stronger foundation for more profound critical thinking skills and academic success (Mardis & Baudino, 2016). The final results of this study, which were summarized in Chapter 4 of this dissertation proposal, concluded that student success, academic engagement, community development, and ‘deeper student learning’ outcomes, were tied into the conceptual framework of this study. In addition, collaboration of faculty and librarians in curriculum delivery were discovered to be the foundation for the academic success of students in higher education (Truesdell, 2012).

Chapter 4: Data Analysis and Results

Introduction

The purpose of this qualitative study was to explore how faculty and librarians perceived collaborations affecting undergraduate students who are enrolled in a required second year English writing and composition course. This study specifically focused on students who attended 4-year public colleges and universities in Louisiana. The significance of this study was to address the phenomena of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses and how integration affected learning outcomes of those specific students. This study addressed the gap in the literature by exploring how faculty and librarians viewed information literacy instruction and its significance in contributing to student learning outcomes.

The setting for this qualitative case study focused on faculty and librarians who worked at 4-year public colleges and universities in Louisiana. Specifically, the study focused on faculty who taught second year English writing and composition at 4-year public colleges and universities in Louisiana and librarians who collaborated with faculty to integrate information literacy instruction into the English curriculum at those institutions of higher education in Louisiana. Data collection involved gathering individual telephone interview responses from Information Literacy Instruction librarians and online survey results from English faculty. The final sample size for the telephone interviews consisted of four information literacy librarians and 14 English faculty members for the online survey.

A seven question telephone interview, which was developed by the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017), was administered to librarians who collaborated with faculty to integrate information literacy instruction into the

curriculum (see Appendix A). The goal was to collect telephone interview data from 10 librarians who worked at 4-year colleges and universities in Louisiana. Only four librarians were willing to participate in the study via telephone. The four librarians who took part in the study were from two Historically Black Colleges and Universities (HBCUs) and two Predominately White Institutions (PWIs) in Louisiana. The transcriptions of the librarian telephone interviews are listed in Appendix C of this research study.

A 16 question faculty online survey, developed by Lowe, Booth, and Savova of the Claremont Colleges Library (2014), was administered to 169 faculty members who taught English courses at 4-year public colleges and universities in Louisiana (see Appendix B). The goal was to collect survey data from 10 faculty members who worked at 4-year colleges and universities in Louisiana. When the survey closed to targeted participants, the final count of participants yielded 14 complete survey results.

The conceptual framework used for this study focused on collaborative instruction of information literacy and was based on the premise that: (a) the centrality to successful pedagogy of dialogue and collaboration between faculty and librarians was essential for academic success, and (b) the exploration and revision of practical approaches of collaboration to teaching and learning in higher education was needed (Jaipal-Jamani et al., 2015). This conceptual framework supported the importance of faculty and librarians working together for the inclusion of information literacy into course curricula to prepare students for academic success and future working life (Brage & Svensson, 2011).

This study was designed to answer the following research question: How do faculty and librarians perceive joint instructional collaborations affecting undergraduate students who are enrolled in required second year English writing and composition courses? Chapter 4 of this

study includes descriptive data of the sample, research methodology and analysis, summary of the findings, presentation of data and results, and chapter summary.

Description of the Sample

The targeted population of this study was comprised of 10 English teaching faculty and 10 information literacy instructional librarians who collaborated instruction with English teaching faculty at 4-year public colleges and universities in Louisiana. The list of librarians chosen for the telephone interviews was obtained from the Information Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2016). LOUIS is a consortium of public and private college and university libraries in the state of Louisiana. The telephone interview data that was collected from the librarians were transcribed using QDA Miner Lite by Provalis Research (n.d.) and coded by the researcher.

The online survey data of faculty was collected from 14 English faculty who taught at 4-year public colleges and universities in Louisiana (including urban and rural educational settings). The analysis of the faculty survey data was conducted using Qualtrics, the web based software that allowed the user to create surveys and generate reports. For this study, all participants met the following criteria: (a) faculty members who taught English courses; (b) librarians who collaborated with English faculty to integrate information literacy instruction in their English courses curriculum, and (c) individuals who taught at 4-year public colleges and universities in Louisiana.

Research Methodology and Analysis

The methodology used for this descriptive case study was qualitative. Qualitative data analysis and collection consisted of a process that began with a formation of questions, discovery, and successive reading and explanation of the study (Vaismoradi et al., 2016). The

data collected from this study came from the responses of telephone interviews of academic librarians and online surveys of academic faculty. As the researcher collected data, the analysis procedures which were introduced in Chapter 3 were implemented to answer the study's research question:

R1: How do faculty and librarians perceive collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?

Once permission for the study was approved by the authors of the survey via telephone and the IRB was approved, the potential participants in the study were contacted by email (faculty) or by telephone (librarians). In the letters of invitation, the researcher informed participants of the purpose of the study and ensured that participant confidentiality would be kept throughout the study and its publication (see Appendices F and G).

Upon acceptance of the invitation to participate in the study, 14 faculty completed the online Qualtrics Survey (see Appendix B). The survey consisted of 15 multiple choice questions and two brief open-ended questions. Included in the survey were five questions that disclosed the participant's demographic data. Once the faculty survey was completed, the researcher collected the raw, completed data results from the Qualtrics software, which were later developed into charts by the researcher for reporting purposes (see Appendix D).

The interviews were administered from the office of the researcher at the dates and times confirmed with the respondents. The telephone interviews were recorded using a digital voice recorder. The interviews were conducted within 30 to 35-minute time frames. The researcher scheduled the interviews over a five-week period, which resulted in a total of two and a half-

hour. Transcripts were completed within two days of the interviews and securely emailed to respondents for accuracy of recorded interview responses.

The telephone interviews for this study were specifically designed to ask librarians about their efforts and experiences in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum, specifically of second year English writing and composition courses. Generating qualitative data through the use of interviews allowed the respondents (librarians) to talk in some depth choosing their own words and helped the researcher develop a real sense of the librarians' understanding of faculty–librarian instructional collaborations (Sutton & Austin, 2015). The interviews also allowed the researcher to allow the librarians to elaborate on what factors they considered necessary to have successful faculty and librarian collaborations through information literacy instructional integration in the curriculum at their institutions.

The final sample size for the individual interviews consisted of four participants: three were professional information literacy librarians, and one was a library director who conducted information literacy instructional classes on a limited basis. The library director (Respondent two) worked at a 4-year public university in the Northeast region of Louisiana, and the male information literacy librarian (Respondent one) worked at a 4-year public university in the Southwest region of Louisiana. The remaining two information literacy librarians (Respondents three and four) worked at 4-year public universities in the Southeast region of Louisiana.

The data analysis for this study was conducted using two instruments: A 16 question faculty online survey, which was developed by Lowe, Booth and Savova of the Claremont Colleges Library (2014) was approved by telephone after talking to the authors of the survey. The seven questionnaire telephone interview model, which was developed by the Information

Literacy Interest Group of the Louisiana Library Network Consortium (LOUIS, 2017), was approved by email to the group to use the questionnaire for the telephone interviews. The transcripts of the telephone interviews administered to librarians were loaded in QDA Miner Lite software for the storage and organization of the data, in preparation for the analysis (Provalis Research, n.d.).

In the coding process, the researcher adopted the constant-comparative coding method to code and analyze the data (Lewis-Beck et al., 2004). The constant comparative method combined systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing. The researcher continually sorted through the data collection, analyzed and coded the information, and reinforced theory generation through the process of theoretical sampling (Kolb, 2012). The benefit of using this method is that the research begins with raw data; through constant comparisons, a substantive theory will emerge (Kolb, 2012).

In the study, the researcher reviewed the transcripts and made notes of keywords and phrases from the transcripts. The data was recorded and transcribed from individual telephone interviews conducted by the researcher. The researcher intended to capture different dimensions uniquely emerging from different sources (Palinkas et al., 2015). For example, the individual telephone interviews highlighted experiences of the librarians who supported the concept of collaboration with faculty members. The results of the transcribed data yielded a list of codes representing the experiences and perceptions of the librarians, organized around different labels and names. The goal of transcribing the telephone interview data was to form, enhance, and confirm the results that emerged from the analysis of the data (Sutton & Austin, 2015).

The categories of coded transcribed data developed by the researcher grouped those codes by interrelations based on theme-based content (Saldaña, 2008). Seven theme-based categories emerged from the process and analysis, which were connected to the study's research question. Appendix E displayed the theme-based categories that emerged along with the notes of each theme. The seven categorized themes that emerged were: (a) quality of collaborative relationships, (b) benefits and challenges of collaborative relationships, (c) instructional aspects of collaboration, (d) facilitating collaborative activities, (e) collaborative skill sets, (f) proficiencies of successful collaborations (the top 3 skills needed to be a successful information literacy instruction librarian), and (g) effects of successful collaborative efforts. To conclude the coding and analysis process, the researcher asked questions of the data, made inferences about the patterns, analyzed data displays, and concluded (Zhang & Wildemuth, 2017). These themes are described further in the results section of this chapter.

The protocol was a crucial component in declaring the reliability of a case study research (Leung, 2015). To address reliability, detailed notes and transcribed telephone interviews were used to increase reliability in the study. Detailed researcher transcribed notes were made in order to record essential information that may be significant in the analysis process (Lofgren, 2013). The accuracy of the transcription played a role in determining the accuracy of the data that were analyzed and with what degree of dependability (Stuckey, 2014). Open coding was the first step, where raw data was examined to begin to develop names and categories. Axial coding was the second step, where the researcher related the initial codes to one another. Lastly, a hierarchy was developed, and a small number of codes was chosen to represent the key concepts drawn from the raw data (Saldaña, 2013). Those methods allowed the diverse data sources to be analyzed and interpreted to answer the study's research question. This alignment of the analysis and the results

were reflected in the presentation of the research findings. The codebook that was created for this study connected the research question, theory of the study and the data collected to address the phenomena of how librarians and faculty perceived joint instructional collaborations and if they did or did not affect student learning outcomes in second year English writing and composition courses. Through the use of illustrative figures containing all the codes that were developed for each category, the range of the coded responses of the sample were presented.

The final sample size for the online faculty survey were 14 participants who taught English courses throughout the state of Louisiana at 4-year public colleges and universities. Three of the participating English faculty were tenured, four were tenure-track (not yet tenured), five were nontenure-track, and two were visiting faculty. The age groups and number of the participating faculty were: ages 20–29 (three); ages 30–39 (five); ages 40–49 (one); ages 50–59 (two) and ages 60+ (three). One faculty member earned their last degree within the previous year; two faculty members earned their last degree within the last two to five years; one faculty member earned their last degree within the last six to 10 years; one faculty member earned their last degree within the last 11–20 years; three faculty members earned their last degree within the last 21–30 years, and two faculty members earned their last degree more than 30 years ago (see Appendix D).

Summary of the Findings

The results of this research study were to show that library and faculty instructional collaborations in second year college English writing and composition courses contributed to successful student learning outcomes. According to the Association of College and Research Libraries (2017), students: (a) benefited from library instruction in their initial coursework, (b) library use increased student success, (c) collaborative academic programs and services involved

the library enhanced student learning, (d) information literacy instruction strengthened general education outcomes, (e) library research consultations boosted student learning.

This research study was conducted to find out whether investments of time, resources and energy due to faculty–librarian collaborations brought about a positive impact on student learning outcomes (Association of College and Research Libraries, 2017).

The method used for collecting interview data from select librarians was conducted via telephone by the researcher. Individual interviews of the librarians highlighted their experiences that supported collaboration with English faculty and the challenges they faced in establishing those collaborations. The transcription of the interviews was linked to each participant interviewee, which was coded, categorized, and provided a label. The list of open codes that were developed from the line by line analysis of the interview transcripts was evaluated based on their similarities and relationship with each other (Blair, 2015).

Qualitative data collection and analysis consisted of a process that began with a formation of questions, discovery, and successive reading and explanation of the study. For this study, analysis occurred through the data collection phases. The analysis procedures were outlined in Chapter 3 of this study and were implemented to answer the study’s research question.

Presentation of the Data and Results

The data and results of this study formed the basis of the research that took place and shaped the way the data and results connected to the research question of this study, “How do faculty and librarians perceive joint instructional collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?” The researcher of this study wanted to make sure that all the data and results of the study included all

stakeholders (English faculty and academic librarians) – those whose lives were affected by the problem under study and who were engaged in the processes of investigation (Agee, 2009).

The results of the coded data of the librarian telephone responses yielded seven theme-based categories of words and phrases that appeared frequently throughout the telephone interviews (Appendix E). The coding of the data was accomplished using the qualitative software coding tool QDA Miner Lite by Provalis Research (n.d.). This free software tool was used to assign, organize, run frequencies and explore relationships among codes meanings, categories, and themes for the interviews of the librarian responses (Appendix E).

The comparative coding method was used to analyze the data. The researcher used the comparative coding method, which involved open coding, axial coding, and selective coding (Kolb, 2012). Open coding was the first step, where raw data was examined to begin to develop names and categories. Axial coding was the second step, where the researcher related the initial codes to one another. Lastly, a hierarchy was developed, and a small number of codes was chosen to represent the key concepts drawn from the raw data (Saldaña, 2013). These methods allowed the diverse data sources to be analyzed and interpreted to answer the study's research question.

Through the use of the QDA Miner Lite software (n.d.), a parent code was created to represent a broad category of interrelated ideas of information (Bengtsson, 2016). Codes that were generated in the open coding stage were subsumed to the appropriate category based on similarities in content (Khandkar, n.d.). The open codes that were not related to the research question were removed from the final list. The final list containing all the open codes served as the foundation for the different categories and themes that were developed. Categories were developed by grouping together open codes that were interrelated based on category content

(Cho & Lee, 2014). Based on this process of categorization, seven categories emerged from the analysis. The categories were subsumed to the study's research question (Wise, n.d.).

The seven theme-based categories of the librarian telephone interview responses were: (a) quality of collaborative relationships, (b) benefits and challenges of collaborative relationships, (c) instructional aspects of collaboration, (d) facilitating collaborative activities, (e) collaborative skill sets, (f) proficiencies of successful collaborations (the top three skills needed to be a successful information literacy instruction librarian), and (g) effects of successful collaborative efforts. According to the coding data compiled in Appendix E, the respondents perceived that at their prospective institutions, English faculty rarely engaged in information literacy instruction or embedded integration with librarians to support the needs of student learning outcomes. Of the 28 recorded librarian responses from the three librarians and one library director, 23 responses revealed a positive frequency of utilizing information literacy or embedded instruction in the curriculum with only five negative responses. The compiled words or phrases that frequently appeared in Appendix E perceived a need for more administrative endorsement to support the need for faculty to increase their utilization of integrating and embedding information literacy instruction into their curriculum. Administrative support was imperative if participants were to acquire the resources they need to achieve their goals. Some of the most successful collaborations involve administrators as active participants (Godbey, 2013).

Telephone interview questions and responses of librarians. When librarians were asked, "In what ways do you as an academic librarian incorporate information literacy into your instructional classes?", they provided answers which were characteristic of librarians who

worked in academic libraries (see Appendix C). Respondent one answered in the following manner:

Our librarians incorporate information literacy instruction into our classes through one-shot instruction and video tutorials with embedded information literacy quizzes.

Embedded librarianship is specifically within our writing enriched courses and general education courses.

Embedded librarianship is a distinctive innovation that moved the librarian out of libraries and created a new model of library and information work (Drewes & Hoffman, 2010). It emphasized the importance of forming a strong working relationship between the librarian and a group or team of people who needed the librarian's information expertise (Shumaker, 2012).

Respondent two gave a very general response about information literacy at their institution where they referred to the ACRL Framework for Information Literacy in Higher Education (Association of College and Research Libraries, 2015) as the guidepost for incorporating information literacy instruction in the curriculum. Respondent three answered the question by stating:

We use different databases according to the class we are teaching. As an information literacy librarian, it is important that we demonstrate and work through each different database, which could be from the simplest to the more advanced.

Respondent four answered the question by simply stating:

In our library, information literacy instruction is incorporated through teaching 1-on-1 scheduled classes and showing students how to use our databases by teaching them how to conduct Boolean operator and key terms searches and locating scholarly peer-reviewed

articles and citations. Our classes are also set up according to the discipline of the class that we are asked to teach.

A consensus showed that the respondents followed similar processes and procedures to incorporate information literacy instruction into the curriculum at their respective institutions.

The second question asked of the librarians was: “*What benefits and challenges do academic librarians identify in making information literacy part of the instructional curriculum?*” Each respondent gave their own experiences of what benefits and challenges they identified with and faced when trying to make information literacy part of the instructional curriculum at their institutions. The librarians’ consensus was that there needed to be more cooperation and collaboration between faculty and librarians to promote and incorporate information literacy instruction in the curriculum. The librarians’ responses were:

Respondent one:

Most faculty members do not want to give time for library instruction. Every couple of years, our librarians conduct a data mining project with reference questions to see what types of questions and from what classes are coming to the library. We use mandated quizzes to demonstrate what students are learning and also a component for recording what the students are retaining.

Respondent two:

The library conducts eight or twelve-week instructional sessions where the librarians are given opportunities to help students retain information. We constantly challenge faculty and administration to promote information literacy instruction because it all cannot be taught in 1-shot sessions. Librarians need more time for assessment tools to help make information literacy instruction meaningful and retainable.

Respondent three:

The major challenge at our library are the expectations of the instructors about information literacy instruction. Often more requests come from graduate programs, where they leave the information literacy instruction up to the librarians. Librarians follow their strategies in comparison to what faculty want them to do.

Respondent four:

The challenge at our library is the lack of faculty collaboration. We have to constantly make ourselves known because faculty are so set in their ways. They are not or do not want to be familiar with how to adjust to information literacy instruction in their curriculum.

The third question asked of the librarians was: *“Do you already have a collaborative relationship with faculty who teach second year English Writing and Composition courses at your institution? If so, do you have some examples of what you have done with this group? What worked well? What has not worked so well?”*

Respondent one had a very positive response to the question:

We have a wonderful collaborative relationship with English 101 classes! It is mandated at our school that first and second year English classes coordinate with the library for Information Literacy Instruction with their students. Our library offers video tutorial modules with four to six video tutorials that contain embedded quizzes with student grades and interactive features. We also offer tours of our library building as part of the embedded program.

Respondent two also had a positive response for question three. The respondent stated:

Our best Information Literacy Instruction collaboration is with English and Technical Writing courses, which is taught at the beginning of these courses and at least twice a week. Librarians are given the entire class sessions to teach Information Literacy Instruction, and faculty in these courses have actively embedded Information Literacy Instruction into their curriculum. Our English faculty actively bring a reference librarian into their composition courses where they can talk about research. Without Information Literacy Instruction in courses, the writing quality of students' papers goes down for those papers that are proofed by librarians. Bringing students to the library is stressed to faculty that emphasize library instruction, which helps them enhance their research and writing skills.

Respondent three answered the question with the following response:

Our collaborative relationships are based on librarians using Credo Reference databases for Information Literacy Instruction activities. Our librarians work with features that databases can be easy for faculty to use, and faculty and students can use this database with ease of use, which makes it more attractive to learners.

The last response to question three by Respondent four stated:

Collaborative relationships need to be enhanced with the English dept. There is a lack of collaboration between faculty members and the library. Events are scheduled where English professors are invited to participate in collaborative initiatives which are created to get more faculty onboard with collaborating with the library.

Although Respondents one and two successfully collaborated with English faculty to incorporate Information Literacy Instruction, Respondents three and four were not successful. They indicated

there needed to be more interaction and collaboration between faculty and librarians to address the gap between Information Literacy Instruction and its impact on student learning outcomes.

Question four of the librarian interviews addressed: “*What kinds of activities do you do as a liaison librarian with faculty to integrate information literacy instruction into their curriculum?*” Respondents voiced the activities that their libraries conducted to work with faculty to integrate Information Literacy Instruction into the curriculum. The Respondents answers were:

Respondent one:

Liaison library duties are separate from instruction and Information Literacy Instruction, which is not required by the institution. We need to use instructional tools to promote Information Literacy Instruction among the courses. English 101 and 102 courses all build on each other. These building blocks help the library focus more on evaluating and using information ethically, along with being in line with the ACRL Framework.

Respondent two:

There are several activities for promoting Information Literacy Instruction in the curriculum. Librarians must make themselves available in order for Information Literacy Instruction to become a credit-bearing course. Librarians offer help to students to help them be at the level where they want and need to be during their academic career. The library also offers English courses a scaffolding approach to writing that can translate to research.

Respondent three:

The library offers special activities like games and quizzes to help students with search tools. The library also offers special activities to help students better understand how

information is used for research, writing, and critical thinking. Communication is the key to making activities work.

Respondent four:

There are several types of activities and games that the library offers: Pizza Plagiarism, Banned Book Week, Jeopardy. Moreover, Bingo/Cake Anarchy games. During National Library Week, we offer Poetry/Spoken Word events for students. These activities are not only designed for students but to reach out to professors about Information Literacy Instruction, which are specifically targeted towards the English department.

Evaluation of instruction and information literacy programs was a critical component in determining the value of programs, activities, and techniques within the educational process and to determine areas needing attention (Association of College and Research Libraries, 2015). The embedded librarian model (Smith, 2016) promoted activities/assignments to maximize utilization of resources to integrate library instruction into courses to make it transparent to students.

According to Julien et al. (2018), Information Literacy Instruction sessions are more engaging when they have a greater focus on the Information Literacy Framework concepts, which includes activities and gamification techniques. The Information Literacy Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions (Association of College and Research Libraries, 2015).

Question five of the librarian telephone interviews asked the question: *“Is there a clear relationship between the key skills needed as a liaison librarian for faculty to fully support integrating information literacy instruction into their curriculum?”*

The respondents in this study indicated differing views on this question.

Respondent one answered the question by stating:

There is no clear relationship between what key skills are needed as a liaison librarian for faculty to fully support integrating Information Literacy Instruction into the curriculum. Library administration does not push Information Literacy Instruction between librarians and faculty.

Respondent two answered the same question in the following manner:

There is a clear relationship between the key skills needed as a liaison librarian for faculty to support Information Literacy Instruction. It is less about the skills of the librarians and more about the willingness of the classroom counterparts to welcome librarians with open arms.

Respondent three focused more on the librarian's essential skills by stating:

Librarians and faculty understand each other's skill sets that will contribute to making Information Literacy Instruction part of the curriculum. Understanding each other's roles that faculty and librarians have discrete skills, and when those skills come together, they will work together to help with student learning outcomes.

Finally, Respondent four stated:

Key skills are needed by librarians because older faculty are not sure that younger librarians have the skills needed to reach their students. Librarians should be able to set up one-on-one sessions with students and be proactive in marketing those sessions. Marketing is a vital skill needed for promoting resources. In addition to promoting resources, librarians have setup welcome back to school events for next Fall for both faculty and students.

Marketing of library and information sector was required to make the community aware of its library services (Patil & Pradhan, 2014).

The respondents provided answers to question six of the telephone interviews: “*In your opinion, what are the top three, “Standards for Proficiencies for Instruction Librarians and Coordinators” (Gold and Grotti, 2013), skills needed to be a successful liaison librarian? Why?* 1) *Administrative skills*; 2) *Assessment and evaluation skills*; 3) *Communication skills*; 4) *Curriculum knowledge*; 5) *Information literacy integration skills*; 6) *Instructional design skills*; 7) *Leadership skills*; 8) *Planning skills*; 9) *Presentation skills*; 10) *Promotion skills*; 11) *Subject Expertise* and 12) *Teaching skills*. The librarians’ responses were as follows:

Respondent one:

The top three skills I think librarians need to have are Presentation skills because faculty members do not believe librarians have the experience. Communication skills because faculty can be temperamental and Instructional design skills. These skills are needed to meet the standards and help students prepare for upper level classes.

Respondent two:

My top three skills are, Communications skills, which incorporates diplomacy the ability to reach out to a faculty member and to understand the best way to approach them.

Leadership skills for Information Literacy leaders, who should advocate administration about Information Literacy services and those leaders and coordinators of instruction.

Assessment and Evaluation, where librarians should be able to assess student capacity and meaningful instruction. Librarians should make instruction and assignments meaningful, which enhances students and their capacities not with just Information Literacy but with technology.

Respondent three:

The top three skills needed are Communication skills, Presentation skills, and Information literacy integration skills.

Respondent four:

Librarians have to possess Communications skills. They need to know how to listen and present. They also need Planning skills. Librarians need to be organized. Lastly, librarians need Teaching skills. They should be able to assess learning theories and be able to learn what ways students learn.

All of the interviewed librarians picked Communications as the top skill needed to be a successful liaison and instructional librarian.

The librarians had varied responses to other critical skills needed to be a successful liaison and instructional librarian. Although all four respondents picked Communications as the top skill, Respondent one listed Presentation and Instructional Design as additional skills needed to be a successful liaison and instructional librarian. Respondent two listed Leadership and Assessment and Evaluation as additional skills needed to be a successful liaison and instructional librarian. Respondent three listed Presentation and Information Literacy Integration skills as necessary while Respondent four listed Planning and Teaching skills as necessary.

The final question (Question seven) asked of the librarians was, “*What kind of advice would you give to a new liaison librarian who is just starting or planning to collaborate with faculty to integrate information literacy instruction into their curriculum?*” The respondents answered the question with honest thought and provided positive feedback about the profession.

The librarians responded as follows:

Respondent one:

Start small and start focused. Pick disciplines where you can reach out to faculty members who have the same instructional goals in mind for students. Have mini-goals in mind where you're focused on who is willing to collaborate and follow-up on instruction.

Respondent two:

Understand compromise and work within parameters. Do not underestimate charisma; be polite and willing to negotiate in compromising situations. Take opportunities to speak to faculty that you are working within a way that has nothing to do with Information Literacy. Be aware of how to approach faculty about library services and have a great understanding of how to talk to each other about curriculum constraints.

Respondent three:

Communicate! Attend faculty meetings. Setup a rapport with faculty and students.

Respondent four:

Make yourself known and attend department meetings. Make yourself visible on campus.

Encourage faculty to have a library day written in their curriculum or syllabus.

The coding results for these questions and responses by librarians revealed that respondents were satisfied their individual institution's ability to meet the needs of their faculty even though most faculty do not use or trust using the librarian's information literacy instructional services.

The coding results of the librarian participants revealed 23 positive responses. The coding results also revealed five negative responses. The coding results also revealed that the respondents were less confident in persuading faculty to increase their utilization of integrating information literacy instruction into the curriculum. According to Dawes (2017), some previous

studies about information literacy were often treated as unfavorable when it came to faculty/librarian collaborations because the focus of the research was on library involvement in information literacy instruction and not on the content and pedagogy of the instruction.

The specific theme-based coded data from the librarian telephone interviews yielded the following results:

- Quality of collaborative relationships. This category pertained to the quality of how librarians view their current situation of collaborating with faculty in information literacy instruction and other library services. The most common keywords obtained from the collected data of this theme were: one shot instruction, one-on-one instruction, embedded instruction; and research databases.
- Benefits and challenges of collaborative relationships. This category pertained to the benefits and challenges librarians face when attempting to integrate information literacy instruction into the English curriculum. The most common keywords obtained from the collected data of this theme were: no time for library instruction, more time needed for assessment, collaborated sessions, expectations of faculty, and different instructional strategies.
- Instructional aspects of collaboration. This category pertained to how and/or what collaborative instructional sessions have occurred at the institutions where the librarians work. The most common keywords obtained from the collected data of this theme were: collaborate with English courses, information literacy instruction, embedded in the curriculum, research skills and database features.
- Facilitating collaborative activities. This category pertained to the types of collaborative activities faculty and librarians do to integrate information literacy

instruction in the curriculum. The most common keywords obtained from the collected data of this theme were: instructional tools, English courses, search tools, games, promote, and research.

- Collaborative skill sets. This category pertained to the relationship of skills librarians needed to successfully integrate information literacy instruction into the curriculum. The most common keywords obtained from the collected data of this theme were: relationship and understanding of roles and key skill sets between faculty and librarians, welcoming skills by faculty, trusting skills, marketing skills, and student learning outcomes.
- Proficiencies of successful collaborations: top three skills needed to be a successful Information Literacy Instruction librarian. This category pertained to the opinions of librarians about the top three skills needed to be a successful information literacy instruction librarian according to, “Standards for Proficiencies for Instruction Librarians and Coordinators” (Gold & Grotti, 2013). The most common keywords obtained from the collected data of this theme were: presentation, communication, reaching faculty members, advocating for information literacy instruction, leaders/coordinators of instruction, assessment, instruction, organized, ways students learn, and teaching.
- Effects of successful collaborative efforts. This category pertained to advice from seasoned librarians to new librarians about starting or planning collaborations with faculty in relation to integrating information literacy into the curriculum. The most common keywords obtained from the collected data of this theme were: instructional goals, collaborate and follow-up, compromise, opportunities, speaking with meeting

with faculty, course curriculum, assignments, information literacy, communicate, department meetings, and make yourself visible.

Summary of librarian response words or phrases that appeared frequently.

Through transcribing, coding, and analyzing the responses from telephone interviews with the librarians, seven categories emerged. According to the coding data compiled in Appendix E, the respondents perceived that at their prospective institutions, English faculty rarely engaged in information literacy instruction or embedded integration with librarians to support the needs of student learning outcomes. Of the 28 recorded librarian responses from the three librarians and one library director, 23 responses revealed a positive frequency of utilizing information literacy or embedded instruction in the curriculum with only five negative responses. The compiled words or phrases that frequently appeared in Appendix E perceived a need for more administrative endorsement to support the need for faculty to increase their utilization of integrating and embedding information literacy instruction into their curriculum. Administrative support was imperative if participants were to acquire the resources they need to achieve their goals.

Demographic Data of Librarian Participants

The three librarians (one male and two females) and one library director (female), worked at four institutions of higher education in Louisiana. The four institutions were 4-year, public universities in Louisiana. The male librarian worked at an institution in the Southwest region of Louisiana, while the two female librarians worked at institutions in the Southeast region of Louisiana. The library director worked at an institution in the Northeast region of Louisiana.

Demographic Data of Faculty Participants

The faculty status of the 14 faculty who participated in the online survey included: three tenured faculty, four tenure-track faculty, five nontenure faculty, and two visiting faculty. None of the participating faculty were adjuncts. According to the American Association of University Professors (n.d.), tenured faculty are those who have indefinite appointments that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation while tenured-tracked faculty are those who are granted tenure after a probationary period of 6 years (Jerz, n.d.). Nontenure faculty consisted of two major groups: those who taught part-time and those who taught full time but were not on tenure-track lines (American Association of University Professors, n.d.) and adjunct faculty were considered part-time or contingent instructors (KingKade, 2017).

The age groups of the 14 faculty participating in the online survey were: three aged 20–29, five aged 30–39, one aged 40–49, two aged 50–59 and three aged 60+. According to the findings of Selah and Bista's (2017) research in factors of online survey responses, research survey response rates were highly influenced by interests of participants, survey structure, communication methods, and assurance of privacy and confidentiality. This online survey was explicitly sent to English faculty who taught at 4-year public colleges and universities in Louisiana.

One faculty member earned their last degree within a year or less; two faculty members earned their last degree within the last two to five years; one faculty member earned their last degree within the last six to 10 years; one faculty member earned their last degree within the last 11 to 20 years; three faculty members earned their last degree within the last 21 to 30 years, and two faculty members earned their last degree more than 30 years ago. The type or level of the

degree last earned was not asked of the participants in the online survey (Lowe, Booth and Savova, 2014). Faculty members participating in the survey were affiliated with the following 4-year public colleges or universities in Louisiana.

Survey response and non-response studies have shown that trends in who responded to surveys do indeed exist, at least about traditional modes of survey administration (Smith, 2008). In general, more educated and more affluent people were more likely to participate in surveys than less educated and less affluent people (Smith, 2008).

Faculty Survey Responses of Library Services

Q.5 Over the past academic year, how often have you recommended library services to your students? Library database and research services were highly recommended to students by 13 faculty who participated in the survey. According to Brown and Malenfant (2017), library instruction had the most significant impact on student learning when it was tied to an assignment with a research component. Thus, database and research services were highly regarded by faculty as a valuable component in undergraduate research and scholarly writing (Tisdale, 2018).

Subject research guides, email reference/research, and research appointment with a Librarian were the second most recommended library services that twelve faculty members recommended to students. Those library services were very important in academic writing and in pursuing new modes of academic research and productivity (Association of College and Research Libraries, 2018). Eleven faculty members surveyed never recommended library drop-in workshops to their students, and 10 faculty surveyed frequently recommended IM/chat reference/research. Eleven of

the faculty surveyed frequently recommended in-person reference/research to their students or frequently recommended phone reference/research to their students.

Q6. Relative to your expectations, how would you rate your students enrolled in your English Writing and Composition courses in the following skills? According to the results of question six of the faculty survey, 10 faculty rated their students average in differentiating between types of information sources (e.g., scholarly vs. popular literature and fact vs. opinion) and eleven faculty rated their students average when effectively using library databases, catalogs, and other information resources to find relevant source material. Eleven faculty rated their students below average when evaluating sources to determine if they were authoritative. According to The Berkeley City College Library (2009), successful student learning outcomes occur when students can define and articulate the need for information and can identify a variety of types and formats of potential sources of information. The final results of question six yielded the following results: nine faculty members rated their students' average when using sources to further an argument/thesis and when writing annotated bibliographies. Finally, eight faculty members rated their students' average in providing proper attribution to source materials in their academic work. According to Bok (2017), without students' ability to research and write well, they cannot convey their ideas adequately enough for those ideas to be accepted.

Q7. Over the past year, how much have you emphasized the following in the English Writing and Composition courses you teach? In question seven of the survey, faculty participants emphasized the following about the English Writing and Composition courses they teach: Ten faculty members believed that their students appropriately cited the sources used in a paper or project and properly used practices (terminology, procedures, and writing style) of

English Writing and Composition in the courses that they teach. Ten faculty members used several practices (terminology, procedures, and writing style) of English Writing and Composition with their students and nine faculty members very much believed that questioning the quality of information sources is crucial in the English Writing and Composition courses that they taught.

The concluding results of answers to question seven of the survey emphasized that nine faculty members highly questioned the quality of information sources used in the English Writing and Composition courses they taught and very much emphasized using peer-reviewed or scholarly sources in assignments. Additionally, faculty very much emphasized not plagiarizing another author's work in the English Writing and Composition courses they teach. The emphasis by faculty of properly citing sources and using practices such as terminology, procedures and writing styles by students, kept faculty engaged in powerful teaching practices where assessment and learning worked in concert toward creating a meaningful learning environment that benefited all students (Campus BC, n.d.). Questioning the quality of information sources, not plagiarizing another author's work and using peer-reviewed or scholarly sources in assignments did not rate high among the faculty surveyed but was still very important while researching for articles and other scholarly material to write an essay, a research paper, or any other academic task (Radhika, 2018).

Seven of 14 faculty surveyed agreed that students' technological skills met their expectations. They believed that students had the technological skills they expected them to have. Only three of 14 faculty surveyed believed that students exceeded their expectations of having technological skills. Unfortunately, four of 14 faculty surveyed believed that students did not meet their expectations of technologically skilled students. Those four out of 14 faculty

surveyed believed that students had more trouble with technology than they expected for their level. By understanding more about information seeking behaviors, which included technological competencies and research skills, instruction librarians could help create meaningful educational environments and enduring library instruction programs that met an individual's current and future needs as a student and lifelong learner (American Library Association, 2015).

Seven of 14 faculty surveyed believed that students' research skills did not meet their expectations and believed that students had more trouble with their research skills than they expected for their level. Three of 14 faculty surveyed believed that students met their research skills expectations and had the research skills they expected them to have. Four faculty surveyed believed students exceeded their research skills. These faculty members believed that those students who exceeded their expectations were more competent than they had expected with research skills.

Faculty members conceptualized students' information and research skills that would result in their becoming confident and autonomous learners and thinkers (O'Connor and Lundstrom, 2011). According to a study conducted by Library Journal (Williams, 2017), only 30% of first year students at 4-year schools were prepared to conduct college-level research. Librarians were instrumental in helping those unprepared students become intelligent information users and understood that library research skills were part of the preparation for college (Varlejs & Stec, 2014).

Q10. How would you rate your college or university librarians' support for you in the following areas? The faculty ratings of librarians' support at their perspective institutions of higher education yielded these results from the online survey: Twelve out of 14 faculty responded rated their librarians above average as those who had participated in their

college/department to improve communication and advocate for Library Services such as collections and instruction. Eleven out of 14 faculty rated their librarians as above average when working with faculty to incorporate research skills sessions/information literacy education into their courses; and 10 out of 14 faculty rated their librarians above average who worked with them to purchase materials. Those librarians kept them up-to-date on Library Services, and referred them to a librarian to provide instruction. None of the faculty rated the librarians excellent, poor, below average or average. According to Straumsheim (2016), faculty members were showed increasing interest in supporting students and improving their learning outcomes, said the library could play an essential role in that work.

Q11. On average, how often do you use or request the following Library Instruction and Research Services in your courses? Faculty Requests of Library Instruction and Research Services yielded the following results: Eleven of 14 faculty surveyed had librarians visit their class or had their classes meet in the library for librarians to conduct instructional sessions. Eleven of 14 faculty surveyed added or embedded a librarian into their college or university Learning Management System (LMS) course site. The library service that received the lowest participation by faculty (nine out of 14 faculty surveyed) was using an online research guide(s) designed specifically for their course(s). The literature on research guides had shown that they were often ignored by students and faculty (Ouelette 2011). According to Farkas (2012), when faculty used online library research guides designed specifically for their courses, they could embed guides into their online and classroom courses, encourage faculty to recommend guides to their students, and link students to the guides in relevant places.

Ten out of 14 faculty surveyed utilized general online subject guides, libguides, research guides, and web resources provided by the library and also utilized research appointments for

students with a librarian. None of the faculty surveyed used library services multiple times a semester or once every couple of years.

Q12. Overall, how satisfied are you with Library Instruction and Research

Services? Three out of 14 faculty surveyed were very satisfied with their library's instruction and research services. In contrast, three out of 14 faculty members were very dissatisfied with their library's instruction and research services. The remaining survey results showed that six out of 14 faculty were somewhat satisfied with their library and research services, one out of 14 faculty was neither satisfied or dissatisfied, and one out of 14 faculty was somewhat dissatisfied. All 14 faculty members who participated in the online survey answered Question 12.

Q13. Do you collaborate with librarians in an instructional context in your courses?

The majority of faculty who participated in the online survey collaborated with librarians in an instructional context. Three out of 14 faculty members who participated in the online survey reported that most of their classes included collaboration with a librarian. Five out of 14 faculty collaborated with librarians in an instructional context when they taught a class with a research component. Only one of 14 faculty members did not collaborate with librarians in an instructional context because they did not teach classes they felt required a librarian or because they felt that they could teach research proficiencies without a librarian. According to McNee and Radmer (2017), information literacy instruction should be designed to take advantage of the skills that the students already possess, skills that students may have, and teachers may not. According to Kim (2016), a librarian is a crucial member of course development and teaching

team. Librarians have experience working directly with students and content, quality, and open education resources (Kim, 2016).

The final results of Question 13 showed that faculty did not collaborate with librarians in an instructional context because they did not feel librarians were not qualified to collaborate in an instructional context or did not know they could collaborate with librarians in an instructional context (two out of 14 faculty). All 14 faculty participants answered Question 13 of the survey.

Q14. Based on your experience, please rate the quality of your college or university Librarian's support of student learning. This section of the survey, Faculty Rating on the Quality of Librarian's Support of Student Learning, yielded the following results: eight out of 14 faculty rated librarians' teaching research and information literacy skills above average.

Teaching and advising students on information ethics (10 out of 14 faculty), providing reference service (eight out of 14 faculty), and providing individual research consultations (nine out of 14 faculty), were also rated above average by faculty when rating the quality of librarian's support of student learning. The only question that received an average rating was providing outreach services or meetings with students on campus (11 out of 14 faculty). To address this issue, Kuglitsch & Burge (2016) suggested that libraries should consider developing targeted outreach programs for sophomores who had already established a basic library and information literacy skills in first year programs. Silver (2014) also suggested to improve outreach services, the sense of urgency to foster new service roles based on an outreach-centered paradigm was essential to libraries. Engagement, in turn, required a user-centered, outward focus. This focus involved building strong relationships with faculty and students (Silver, 2014).

Q15. Overall, how satisfied are you with your college or university library learning spaces/instructional classrooms? Two of the 14 faculty members who participated in the online

survey were very satisfied with their library's learning spaces and instructional classrooms at their institutions. Only one faculty member was very dissatisfied with their library's learning spaces and instructional classrooms at their institution. The remaining faculty rated their library's learning spaces and instructional classrooms at their institution as follows: four out of 14 faculty were somewhat satisfied, four out of 14 faculty were neither satisfied or dissatisfied, and two out of 14 faculty members were somewhat dissatisfied. Only 13 of 14 faculty members responded to Question 15 of the survey. According to the Association of College and Research Libraries (2018), librarians can encourage faculty to utilize their library spaces by providing physical and virtual spaces as intellectual commons according to their library mission, design pedagogical spaces to facilitate learning and the creation of new knowledge and provide physical spaces which features connectivity and up-to-date, adequate, well maintained equipment and furnishings.

Q16. Comments: What suggestions do you have to improve your college or university library learning spaces/instructional? What additional library resources or services would help you to teach more effectively? Four of the faculty surveyed provided the following comments:

Comment 1:

I would like to see our university embed librarians in more courses. We do have a librarian embedded for online courses, but not so many first-year courses. I will say that our librarians are energetic and want to help students and instructors.

Comment 2:

We need a better way to do subject searches in the catalog. The fake google keyword everything search is not great.

Comment 3:

I only wish the state budget allowed the library to hire more staff and offer extended hours, including during breaks and weekends. Given the staff the library does have the service is outstanding.

Comment 4:

I would love to see a place where first-year students could go as a designated area for help with how to research and what to research.

Q17. Additional Comments or Suggestions (Optional). Three of the faculty surveyed provided additional comments and suggestions:

Comment 1:

Students should be allowed to check out books during the summer.

Comment 2:

McNeese librarians go the extra mile to help faculty and students, and their attitude is positive and welcoming. Students report to me that they received much help and were treated with respect. These students go back to the library on their initiative later on.

Comment 3:

Our library is understaffed and underfunded. They are doing their best with what they have.

Presentation of Data and Results

This section contained the presentation of the results of the collected data. The organization of the results were based on the research question of the study. Illustrative figures from the participants were used to strengthen the presentation of the results. To satisfy the

purpose of the study, the following research question was addressed and used to report the findings that follow:

R1: How do faculty and librarians perceive joint instructional collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?

The list of open codes that were developed from the line by line analysis of the transcripts of the interviews was evaluated based on their similarities and relationship with each other. Using QDA Miner Lite software (n.d.), information from the transcripts were open coded and provided labels. Through open coding, the researcher was able to verify categories and create labels (Khandkar, n.d.). Open coding decreased the chance of missing a relevant category and ensured significance by generating codes with emergent fit to the key area under study (Gallicano, 2013). The researcher was also able to identify the patterns that formed categories. Through axial coding, the researcher was able to reconstruct the data and make connections between categories (Vollstedt, 2015).

For each theme-based category, all the open codes were included in the presentation of the results. The open codes that received the highest number of occurrences for the sample became the theme for each category (Saldaña, 2008). The other open codes in each category became the category's sub-themes (Saldaña, 2008). Use of the open and axial coding methods allowed the researcher to identify conceptual categories, themes, and concepts (OER Services, n.d.). Those methods allowed the diverse data sources to be analyzed and interpreted to answer the study's research question.

Through transcribing, coding, and analyzing the responses from interviews with the librarians, seven categories emerged: (a) quality of collaborative relationships, (b) benefits and

challenges of collaborative relationships, (c) instructional aspects of collaboration, (d) facilitating collaborative activities, (e) collaborative skill sets, (f) proficiencies of successful collaborations:

The top three skills needed to be a successful Information Literacy Instruction librarian.

Quality of collaborative relationships. This category pertained to ways in which Information Literacy librarians incorporated information literacy instruction into their classes. The success of the collaborative relationship can be attributed to factors such as collaborative instructional goals and instructional programs. These factors defined what constitutes good collaborative relationships. Figure 1 shows a visual representation of the coding results for the category Quality of collaborative relationships:

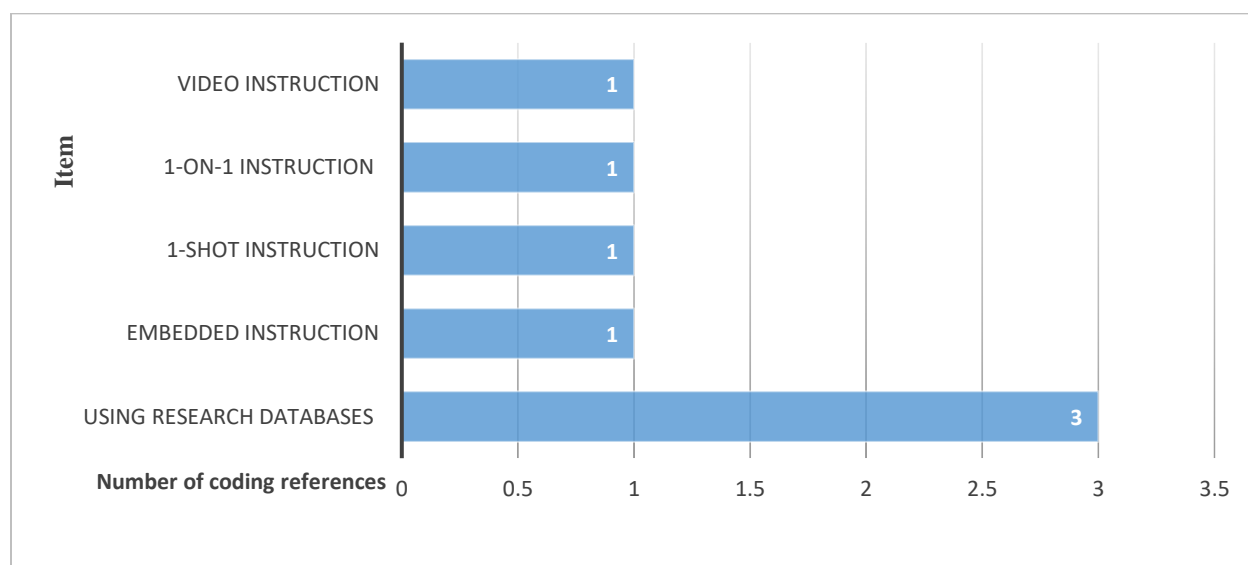


Figure 1. Coding results for category quality of collaborative relationships.

Benefits and challenges of collaborative relationships. The second category that was developed relating to the research question was labeled “Benefits and challenges of collaborative relationships.” This category pertained to what benefits and challenges librarians identify in making information literacy part of the instructional curriculum at their institutions. Figure 2

shows a visual representation of the coding results for the category Benefits and challenges of collaborative relationships.

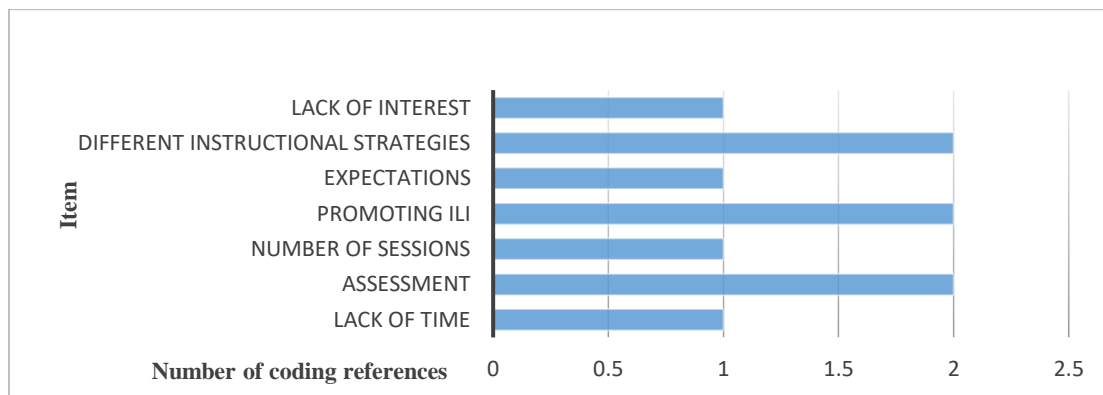


Figure 2. Coding results for category benefits and challenges of collaborative relationships.

Instructional aspects of collaboration. This category pertained to ways in which librarians and faculty have worked together to teach in a collaborative, instructional environment. Figure 3 shows a visual representation of the coding results for the category Instructional aspects of collaboration.

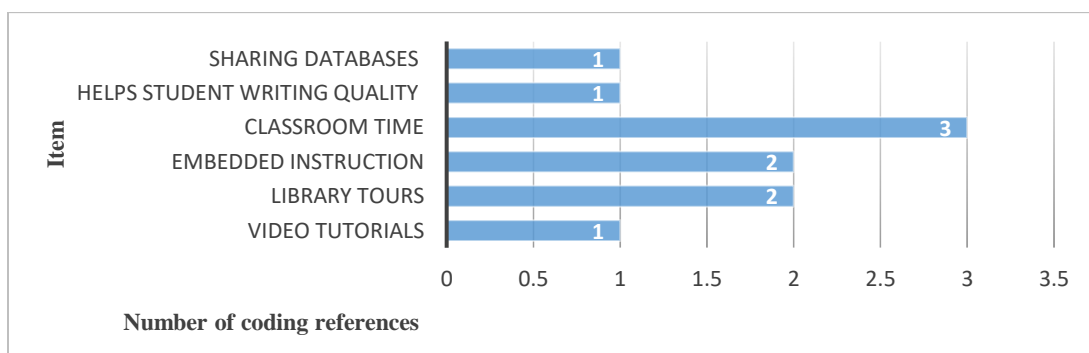


Figure 3. Coding results for category instructional aspects of collaboration.

Facilitating collaborative activities. This category pertained to how librarians and faculty have facilitated collaborative activities to integrate information literacy instruction into the curriculum. Figure 4 shows a visual representation of the coding results for the category Facilitating collaborative activities.

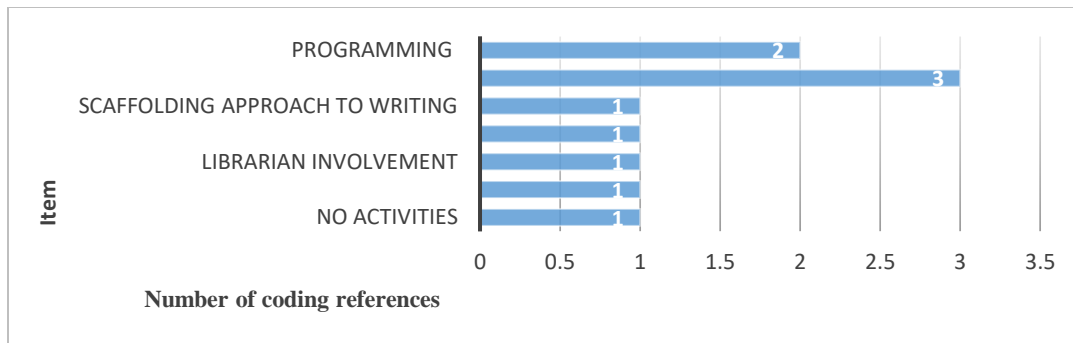


Figure 4. Coding results for category facilitating collaborative activities.

Collaborative skill sets. This category pertained to the fundamental skills sets needed by librarians in order for faculty to fully support integrating information literacy instruction in the curriculum. Figure 5 shows a visual representation of the coding results for the category of Collaborative skill sets.

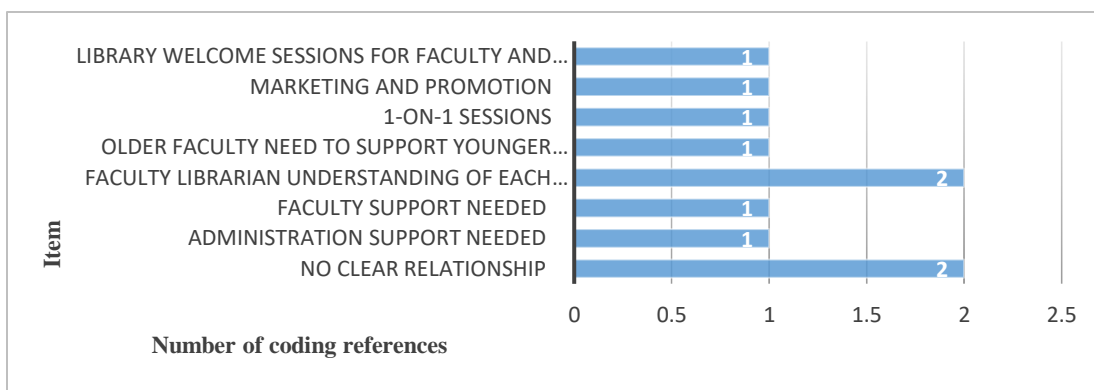


Figure 5. Coding results for category collaborative skill sets.

Proficiencies of successful collaborations: The top three skills needed to be a successful Information Literacy Instruction librarian. This category pertained to the opinions of librarians about the proficiencies of successful collaborations and the top three skills needed to be a successful Information Literacy Instruction librarian according to, “*Standards for Proficiencies for Instruction Librarians and Coordinators*” (Gold & Grotti, 2013). Figure 6 shows a visual representation of the coding results for the category Proficiencies of successful

collaborations: The top three skills needed to be a successful Information Literacy Instruction librarian.

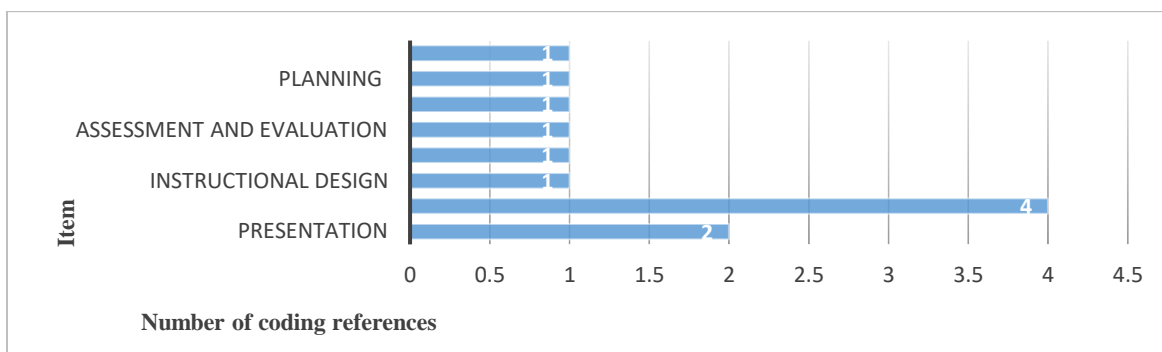


Figure 6. Coding results for category proficiencies of successful collaborations: The top three skills needed to be a successful Information Literacy Instruction librarian.

Effects of successful collaborative efforts. This category pertained to advice from seasoned librarians to new librarians about how to start or plan collaborations with faculty about integrating information literacy into the curriculum. Figure 7 shows a visual representation of the coding results for the category Effects of successful collaborative efforts.

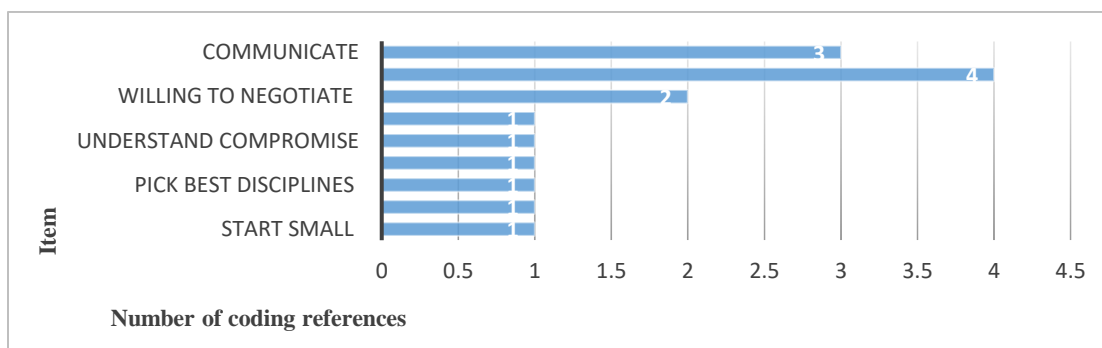


Figure 7. Coding results for category effects of successful collaborative efforts.

Summary of Chapter 4

The data collected from faculty surveys and librarian telephone interviews yielded results that focused on the research question of this study: “How do faculty and librarians perceive collaborations that affect student learning outcomes of undergraduate students who are enrolled in required second year English writing and composition courses?” The purpose of this

qualitative study was to explore how faculty and librarians perceived collaborations affecting undergraduate students who are enrolled in required second year English writing and composition courses. The study specifically focused on faculty and librarians that taught at 4-year public universities in Louisiana. The results of this research study provided evidence that faculty and librarian instructional collaborative efforts have contributed in helping students in their academic coursework.

Seven significant categories emerged in response to the data collection and analysis of the librarian telephone interviews, which aligned directly with the study's research question. Analysis of survey data from faculty also aligned with the study's research question. Based on the premise of the study's research question and the results of the research data, the perception of collaborative efforts between faculty and librarians had excellent potential to address collaborative teaching challenges and opportunities within the academic curriculum. Overall, teaching faculty and librarians perceived the idea of collaborative teaching as a possible means of improving students overall learning. Based on the results discussed in this chapter, Chapter 5 provided a summary, conclusions, and recommendations regarding this study.

Chapter 5: Discussion and Conclusion

Introduction

Faculty and librarian collaborations in higher education undergraduate courses were designed to help students better learn as they progressed through courses throughout their academic career (Association of College and Research Libraries, 2017). Those collaborative efforts included joint instructional sessions to help them better learn, comprehend, and critically analyze course lessons and materials (Belanger, 2012). According to Radar (1999), learning has to be continuous and almost a “way of being.” Universities must teach their constituents to integrate learning opportunities into everything they do to be successful in the constantly changing education, work, and technology environments (Kesselman & Weintraub, 2004).

The purpose of this case study was to explore how faculty and librarians perceived collaborations affecting undergraduate students who were enrolled in a required second year English writing and composition course. The study focused on students who attended 4-year public colleges and universities in Louisiana. The significance of the study was to address the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses. The study included data collected from the responses of telephone interviews with information literacy instruction librarians and survey responses from English faculty who worked at 4-year public colleges and universities in Louisiana. The telephone interviews were specifically designed to ask librarians about their perceptions in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum of second year English writing and composition courses. The online survey was specifically designed by librarians to get faculty feedback about library educational services, information literacy perceptions, and insight into the characteristics of their library users (Lowe

et al., 2014). The reason for using this particular survey was to get faculty feedback about library services and to define and investigate variations in faculty populations who collaborated with librarians to deliver information literacy instruction at their respective institutions of higher education (Yousef, 2010).

This chapter contained a detailed discussion concerning the findings of the study in existing and known literature about faculty and librarian collaborations concerning instructional practices. This chapter contained the conclusion of the study and how those conclusions could influence the collaboration of faculty and librarians in integrating information literacy instruction in higher education English courses. The researcher also presented a discussion of the recommendations for future research, as well as the implication of the results for practice.

Summary of the Results

The results of the researcher's study showed that through telephone interviews with librarians and an online survey administered to English faculty, instructional collaboration was encouraged and supported within the participants' respective academic institutions. The answers of the telephone interviews from the librarian participants concluded that they were less confident in persuading faculty to increase their utilization of integrating information literacy instruction into their English curriculum and courses. The answers of the online survey from the faculty participants concluded that faculty collaborated with librarians in most of their English classes or when they taught a class with a research component (see Appendix D, Q13). According to Rosenstein (2019), faculty and librarians who worked collaboratively developed a targeted selection of trusted resources for students.

The goal of this study was to explore how faculty and librarians perceived collaborations effecting undergraduate students who were enrolled in a required second year English writing

and composition course. Faculty who collaborated with librarians to integrate information literacy instruction into their curriculum affected student learning outcomes. According to Harmeyer and Baskin (2018), the utility of the information literacy frames, the Association of College & Research Libraries' *Framework for Information Literacy for Higher Education* (2015), clearly extends beyond the “walls” of the library to the classroom, where teaching faculty found the concepts had a natural fit within their subject curriculum. The research concerning faculty–librarian instructional collaborations, specifically Information Literacy librarians and English teaching faculty, was focused on promoting partnering for teaching excellence and working together to develop and enhance students writing and critical thinking skills (Latham, Gross, & Witte, 2013). The information generated from the results of this study contributed vital input about faculty and librarian instructional collaborations for the state of Louisiana 4-year public colleges and universities, specifically English teaching faculty and academic information literacy instruction librarians. Furthermore, the data gained from this study could be useful in specifying methods in which English faculty and Information Literacy Instructional librarians in higher education could build successful relationships.

According to Douglas and Rabinowitz (2016), factors influencing the quality of faculty–librarian collaboration were as varied as those that affected any human relationship. Leeder (2011) emphasized the detrimental impact of “librarian insecurity complex,” which may have prevented librarians from actively seeking out educational partnerships because of a misguided sense of academic inferiority. According to Gillaspys-Steinhilper (2012), librarians are skilled professionals in providing information literacy instruction to students without increasing the teaching load of the discipline instructors.

Discussion of the Results

There was minimal understanding concerning faculty–librarian collaborative instruction in regard to the success of student learning outcomes (Douglas & Rabinowitz, 2016). Research about faculty–librarian instructional collaboration was minimal (Ma et al., 2013). Fulfilling this limited research about faculty–librarian collaborative instruction, the researcher collected information on how those challenges were addressed among English faculty of second year writing and composition students and librarians who collaborated with faculty at 4-year public colleges and universities in Louisiana. In this section, the researcher addressed those inquiries and related the findings to the known literature on faculty–librarian instructional collaborations and its effects on student learning outcomes.

The results of the study showed that through telephone interviews conducted with librarians and online survey administered to faculty, the phenomena of faculty–librarian instructional collaboration were encouraged and supported within their academic institutions. The need in academic settings to think and work together on issues of critical concern has increased shifting the emphasis from individual efforts to group work, from independence to community (Laal et al., 2012). The focus of investment in time, resources and collaboration would produce a positive impact on student learning, and critical thinking and writing (Brown & Malenfant, 2017).

The conclusion of the answers from the librarians concluded that they were less confident in persuading faculty to increase their utilization of integrating information literacy instruction into their English curriculum and courses. According to Moselen and Wang (2014), subject librarians have been uncertain about how to promote the integration of information literacy to academic staff, because they felt they lacked the pedagogic knowledge and skills to do so. Also,

studies indicated that faculty understood the importance of library information literacy instruction (Dawes, 2019). They (faculty) valued sessions conducted by library professionals although they did not always take advantage of those services (Dawes, 2019).

The results from the faculty online survey pertaining to faculty collaboration in an instructional context (see Appendix D, Question 13) yielded the final findings: (a) three of the 14 faculty members who participated in the survey reported that most of their classes included collaboration with a librarian; (b) five of the 14 faculty members who participated in the survey collaborated with librarians in an instructional context when they taught a class with a research component; (c) one of the 14 faculty members who participated in the survey did not collaborate with librarians in an instructional context because they did not teach classes they believed required a librarian or because they felt that they could teach research proficiencies without a librarian; (d) one of the 14 faculty members who participated in the survey did not collaborate with librarians in an instructional context because they felt they could teach research proficiencies with a librarian; (e) two of the 14 faculty members who participated in the survey did not collaborate with librarians in an instructional context because they did not feel librarians were qualified to collaborate in an instructional context; and finally (f) two of the 14 faculty members who participated in the survey did not know that they could collaborate with librarians in an instructional context. According to McNee and Radmer (2017), collaboration had an impact on student learning. Working with other professionals strengthened the quality of instruction, but collaboration had even more benefits: access to resources, expertise, and connections to the broader school community.

Discussion of the Results about the Literature

Seven theme-based categories emerged as answers to the research question: “How do faculty and librarians perceive collaborations affecting undergraduate students who were enrolled in required second year English writing and composition courses?” Through transcribing, coding, and analyzing the responses from telephone interviews with librarians of this study, the seven theme-based categories were summarized as: (a) quality of collaborative relationships; (b) benefits and challenges of collaborative relationships; (c) instructional aspects of collaboration; (d) facilitating collaborative activities; (e) collaborative skill sets; (f) proficiencies of successful collaborations: The top three skills needed to be a successful Information Literacy Instruction librarian; and (g) effects of successful collaborative efforts.

Theme-based Category 1: Quality of collaborative relationships. Based on the data collected, the quality of collaborative relationships was an essential aspect of successful faculty–librarian collaborations. This category pertained to ways in which information literacy librarians incorporated information literacy instruction into their instructional classes. According to the librarians interviewed, the success of the collaborative relationship can be attributed to factors such as collaborative instructional goals and instructional programs. These factors defined what constituted good collaborative relationships. According to the researcher’s data, all four librarians highly favored using research databases as a collaborative tool. According to the Association of College and Research Libraries (2006), teaching the online catalog and its databases, including instructions on how to access it from remote locations, and how to e-mail the librarian for help encouraged anytime, anywhere learning.

Theme-based Category 2: Benefits and challenges of collaborative relationships. This category pertained to what benefits and challenges librarians identified in making

information literacy part of the instructional curriculum at their institutions. One benefit of collaborative relationships identified by the interviewed librarians for this study was faculty who taught graduate programs requested more information literacy instruction sessions than faculty who taught undergraduate programs. Graduate level programs that incorporated information literacy instruction sessions into the curriculum gave those librarians the flexibility to teach the sessions in their way without input from faculty. According to Atkinson (2018), collaboration can help to change the role of the library in the university and move it beyond the traditional client service model. Another benefit of collaborative relationships between faculty and librarians was that universities needed to realize the need to incorporate aspects of information literacy in the overall program of the university and encourage partnership between faculty and information professionals in teaching students for better learning outcomes (Igbo and Imo, 2017).

Some of the challenges of collaborative relationships identified by the librarian participants of this study were: promotion of information literacy instruction, lack of faculty interest in collaboration and faculty adjusting to information literacy instruction in their academic curriculum. Also identified in a study by Raspa and Ward (2000), it was believed that the “collaborative imperative” continued to drive academic librarians’ pursuit of meaningful teaching partnerships with faculty. According to Raspa and Ward (2000), despite the declaration that “collaboration had become the educational imperative of the next century,” building and sustaining those relationships continue to be a challenge.

Theme-based Category 3: Instructional aspects of collaboration. This category pertained to ways in which librarians and faculty had worked together to teach in a collaborative, instructional environment. According to the results of the researchers’ study, librarians

coordinated with mandated first and second year English classes, Technical Writing classes, and academics to get more faculty onboard with faculty–librarian collaborations. The researchers' study results also found that some faculty actively embedded information literacy instruction into their curriculum and included a reference librarian in their 1000 level English course where they talked to students about research. According to the librarians interviewed, faculty believed that without information literacy instruction in their English courses, the writing quality of student papers go down without being proofread by a librarian. The librarians in the study also believed that stressing to faculty the importance of bringing students to the library should emphasize library instruction, which helped them enhance their research and writing skills. Librarians scheduled events where English professors were invited to participate in collaborative initiatives and to get more faculty onboard with collaborative efforts. In a study by Ducas and Michaud-Oystryk (2003), the importance of collaboration fell in the following order: (a) information services, (b) collection, (c) information technology, (d) research, and (e) teaching/ instruction. The study results showed that faculty highly rated the librarians' role in the university and endorsed a higher level of interaction.

Theme-based Category 4: Facilitating collaborative activities. This category pertained to how librarians and faculty facilitated collaborative activities to integrate information literacy instruction into the curriculum. According to the data collected by the researcher, one of the activities offered was a scaffolding approach to writing that could translate to research. Instructional scaffolding is learning that occurred when new mental structures were built upon previous knowledge and understandings which bridged the gap between what the learners knew and what they were able to learn. (Piaget, 1979). Other librarians interviewed in the data identified special activities such as games or quizzes to help students with search tools. Those

special activities helped students better understand how information was used for research, writing, and critical thinking. Using special activities to help students better understand research, writing and critical thinking was needed for students to keep up with the ever-changing technological advances students would need to obtain, understand, and analyze information on a much more efficient scale (Cox, 2019).

Theme-based Category 5: Collaborative skill sets. This category pertained to the fundamental skills sets needed by librarians in order for faculty to fully support integrating information literacy instruction in the curriculum. According to the data collected by the researcher, the librarians provided the following feedback: (a) There was/was not a clear relationship between what critical skills were needed as a liaison librarian for faculty to support integrating information literacy into the curriculum fully; (b) It was less about the needed skills of the librarians and more about the willingness of the classroom counterparts to welcome librarians with open arms; (c) Librarians and faculty understand each other's skill sets that would contribute to helping make information literacy instruction part of the curriculum and; (d) When faculty and librarians understood each other's roles and skills, and when those roles and skills came together in a classroom environment, they would work together to promote student learning outcomes. According to the American Library Association (Oakleaf, 2012), faculty were the key players in the ongoing evolution of information technology and literacy. When partnered with librarians and other academic professionals, faculty could transform the quality of higher education in meaningful and lasting ways.

Theme-based Category 6: Proficiencies of successful collaborations: The top three skills needed to be a successful Information Literacy Instruction librarian (ILI). This category pertained to the opinions of librarians about the proficiencies of successful

collaborations and the top three skills needed to be a successful Information Literacy Instruction librarian according to, “*Standards for Proficiencies for Instruction Librarians and Coordinators*” (Gold & Grotti, 2013). According to the researcher’s collected data from the participating librarians, Communication, Presentation, and Instructional Design/Teaching Skills, were the top three skills needed to be a successful Information Literacy Instruction librarian. According to the librarians who were interviewed for this study, Communications skills incorporated diplomacy: the ability to reach out to a faculty member and understand the best way to approach them, along with helping librarians know how to listen and present. Instructional design/teaching skills were needed to meet the standards and help students prepare for upper-level classes as well as be able to assess learning theories and be able to learn what ways students do learn. According to McNee and Radmer (2017), communication was the key to collaborative instruction between faculty and librarians who may have different levels of teaching experiences and expertise.

Finally, the librarians chose Presentation skills, which were needed because faculty did not believe librarians had presentation experience. According to the Association of College and Research Libraries (2017), the changing higher education environment in which discrete skill sets rapidly evolved necessitated a broad set of concepts to describe the dynamic roles undertaken by teaching librarians. The teaching librarian worked with students as coach, guide, and mentor as students navigated through this complex information ecosystem at different stages of their personal and cognitive development (Association of College and Research Libraries, 2017).

Theme-based Category 7: Effects of successful collaborative efforts. This final category pertained to advise from seasoned librarians to new librarians about how to start or plan collaborations with faculty about integrating information literacy into the curriculum. The

librarians who were interviewed for the study provided very positive advice for new librarians in their pursuit to establish collaborative instructional relationships with faculty at their respective institutions of higher education. The advice that the librarians provided was: (a) start small and stay focused; (b) pick disciplines where you can reach out to faculty members who have the same instructional goals in mind for students; (c) have mini goals in mind where you are focused on who is willing to collaborate and follow-up on instruction; (d) understand compromise and work within parameters; (e) do not underestimate charisma; be polite and willing to negotiate in compromising situations; (f) take opportunities to speak to faculty that you are working within a way that has nothing to do with Information Literacy; (g) be aware of how to approach faculty about library services and have a great understanding of how to talk to each other about curriculum constraints; (h) communicate! (i) Attend faculty meetings; (k) setup a rapport with faculty and students; (l) make yourself known and attend department meetings; (m) make yourself visible on your campus; and (n) encourage faculty to have a library day written in their curriculum or syllabus.

In a study conducted by Strang (2015), the ways to improve communication and collaboration between faculty and librarians were to: (a) have regular meetings between departmental ‘library liaisons’ and librarians, (b) have more ‘forced collisions,’ such as librarians serving on faculty committees, or institution-wide grant project committees, (c) meet with faculty and make efforts to learn the academic disciplines, (d) have discipline specific workshops once a semester where new additions to the reserves could be introduced and faculty members could inform librarians about what they need. According to Bethke (2015), while librarians and faculty unanimously agreed that supporting student information literacy was the essential service provided by the library, there was less agreement around other services such as developing

discipline wide collections, supporting faculty research, developing collections in direct support of course curricula, and text and data mining. The researcher concluded in their study that there was a clear need for libraries to have a more significant presence on college campuses.

Limitations

There were a few limitations to the study. First, there was a limited number of faculty members who participated in the survey that conducted collaborative instruction with librarians. Out of the 14 faculty members who participated in the survey, only three faculty members collaborated with a librarian in classroom instruction (survey question 13). While the results reached data saturation, increasing the number of faculty participants may or may not have provided additional relevant themes that had not been found in this study (Fusch & Ness, 2015). This weakness in the sample population may be strengthened in future studies by expanding the geographical location of 4-year public colleges and universities in Louisiana to 4-year public colleges and universities in southeast states: Mississippi, Alabama, and Florida. An examination of multiple cases of faculty–librarian collaborative instruction may further enrich the current understanding of this phenomenon (Lippincott, 2015).

The second limitation the researcher encountered during the data collection was the receptiveness of the participating librarians in answering the telephone interview questions. While it was an advantage to recruit participants from 4-year public colleges and universities in Louisiana, two of the four respondents were not entirely comfortable with providing honest responses about the work they did as liaison librarians with their faculty at their respective institutions. According to a study conducted by Miller (2014), faculty members were prepared to evaluate the liaison work of individual librarians as long as the assessment was properly structured and administered, with sufficient safeguards in place to assure confidentiality, and that

those evaluations could prove very useful to the librarians concerned. The librarians in Miller's (2014) study doubted that their colleagues in the teaching faculty would provide honest responses that they, as liaison librarians could use in the process of continuous improvement. Future research could address the integrity of faculty–librarian relationships in academia (Pham and Tanner, 2015).

The third limitation that the researcher encountered during the data collection was that the demographic characteristics of the faculty sample were not equally represented in terms of their gender and the specific type of English classes that they taught. Specific demographic questions such as gender and type of English class taught would have helped the survey researcher better determine what factors would have influenced the respondent's answers, interests, and opinions (DeFranzo, 2012). Collecting additional demographic information would have enabled the researcher to cross-tabulate and compare subgroups to see how responses varied between those groups (DeFranzo, 2012).

The evaluation of the results of the study implied that future research may need to describe the process leading to the development of faculty–librarian instructional collaborations (Nagasawa, 2018). Although the study addressed the importance of selected working faculty–librarian collaborations, the study needed to address further how those collaborations were applied across different events for faculty (Jaguszewski & Williams, 2013). Different collaborative events for faculty could include: partnering with them to teach web evaluation skills; creating an annual award for the faculty member who has done the most to collaborate with to promote the library; or finding out what kinds of activities mean the most for faculty promotions and focusing efforts there (Holtze, 2002).

While limitations existed in the study, the results of the study were able to achieve the research purpose and data saturation point required in answering the research question. The data collected and analyzed in this study provided evidence that English faculty and librarians could build successful collaborative instructional sessions. Those findings could guide faculty leadership and library administration in developing appropriate programs that could improve successful faculty–librarian collaborative instructional efforts (Rosenstein, 2019).

Implication of the Results

This research was conducted to develop insight related to the phenomenon of the integration of information literacy instruction into the academic curriculum of second year English writing and composition courses and how it affects student learning outcomes. This qualitative case study was designed to show the strategies used in integrating information literacy instruction into second year English writing and composition courses. The purpose of those strategies were to strengthen collaborative partnerships between faculty and librarians to help improve student learning outcomes in finding, assessing, and using information more effectively in their student writing and composition assignments. The following sections discussed were conceptual, practical, and future implications for academic faculty and librarians in relation to information literacy instruction integration. This section also evaluated the strengths, weaknesses, and credibility of the study.

Practice, policy, and theory. The practice of information literacy instruction integration in regards to student learning outcomes was regarded as a catalyst for learning, which was necessary for individuals to become socially and civically involved in their communities and crucial for success in the working world where people were accustomed to rapid technological change (Yevelson-Shorsher & Bronstein, 2018). The standard practices of information literacy

instruction have evolved students who actively incorporate formal and informal resources into their learning through information literacy instruction sessions (Gazan et al., 2019).

Policies of information literacy instruction have become successful in higher education teaching and learning environments. Staffordshire University in Staffordshire, England, launched a successful advocacy strategy to integrate information literacy education in its learning and teaching policy (Andretta et al., 2008). Staffordshire University ensured the integration of information literacy by embedding it within its Learning, Teaching and Assessment policy and by emphasizing its pedagogical and financial benefits.

The theory of information literacy instruction integration in regards to student learning outcomes had been developed through the Information Literacy Instruction Assessment Cycle (ILIAC), where librarians had gained important data about the information behavior of students and gained a greater understanding of student strengths and weaknesses (Oakleaf, 2009). Using the ILIAC theory of information literacy instruction has encouraged librarians to articulate learning outcomes clearly, analyze them meaningfully, celebrate learning achievements, and diagnose problem areas (Oakleaf, 2009). In short, the ILIAC theory resulted in improved student learning and increased librarian instructional skills (Oakleaf, 2009).

Conceptual implications. This study focused on information literacy through the collaboration of faculty library instruction, which was the foundation for the academic success of college students. According to Sanabria (2013), collaborations provided an opportunity for librarians to demonstrate their value to the institution and the research practices of the faculty. Collaborations also aided in teaching students how to navigate an increasingly diverse and at times, confusing information environment that is driven by access to several technologies (Sanabria, 2013). For the study, the importance of collaborations between academic library

faculty and disciplinary faculty was an essential part in the academic success of college students and their future as participants in an information driven society (Sanabria, 2013).

The importance of the conceptual framework of collaborative instruction of information literacy was based on the premise that: (a) the centrality to successful pedagogy of dialogue and collaboration between faculty and librarians is essential for academic success, and (b) the exploration and revision of practical approaches of collaboration to teaching and learning in higher education is needed (Jaipal-Jamani et al., 2015). Brage and Svensson (2011) researched the conceptual framework that supported the importance of faculty and librarians working together for the inclusion of information literacy into course curriculum to prepare students for academic success and future working life.

The benefits of those collaborations were to promote critical thinking and investigation; enhance the development of metacognitive skills and approaches to understanding new media and information use interactions; and help students understand their roles as active, rather than passive information consumers and producers (Hassman, 2011). Therefore, faculty and academic librarians needed to be provided with opportunities to collaborate in order to engrain the library in campus culture which would ultimately elevate the learning experience, which should be a common goal for all stakeholders (Bethke, 2015).

According to the Association of College and Research Libraries (2014), the framework for faculty and librarian collaborations was to create a community of conversations to explore understanding and work together to create more collaboration, more innovative course designs, and more inclusive consideration of learning within and beyond the classroom. Numerous attributes such as collegiality, respect, and trust were needed for collaboration to be effective (Montiel-Overall, 2005). Those attributes contributed to collaborative activities, such as shared

thinking, shared planning, and shared the creation of integrated instruction (Montiel-Overall, 2005).

In this study, the researcher focused on the instructional interactions of English faculty and academic librarians who worked at 4-year public colleges and universities in Louisiana. The researcher's study specifically focused on English faculty and academic librarians who collaborated to integrate information literacy into second year English writing and composition courses at 4-year public colleges and universities in Louisiana. While the results of the study yielded a small number of participants (four librarians and 14 faculty members), the results stressed the value of faculty–librarian collaborations, which had some influence on student learning outcomes (Douglas & Rabinowitz, 2016). According to Ulyannikova (2013), those librarians who confidently articulated the educational value of information literacy could adequately inform and redirect faculty assumptions about what librarians taught and how students became effective researchers (and writers). Becoming an effective researcher was demonstrated by the English faculty of the study who collaborated with librarians in an instructional context in their courses (see Appendix D, Q13). This observation was consistent with the belief that faculty–librarian instructional collaborations did have an impact on student learning outcomes (Lecea & Perez-Stable, 2019).

While faculty–librarian collaborations in information literacy instruction of second year English writing and composition courses in higher education was the focus of this study, the collected and analyzed survey data was not able to determine if all the participating English faculty surveyed explicitly taught second year English writing and composition courses at their respective 4-year public colleges and universities in Louisiana. The study did find that English faculty participated in collaborative efforts with librarians by having librarians visit their classes

for instructional sessions or had their classes visit the library for instructional sessions about once a semester, and scheduled research appointments for their students with a librarian about once a semester (see Appendix D, Q11). Only five of 14 faculty surveyed collaborated with librarians in an instructional context only when they taught a class with a research component (see Appendix D, Q13). According to the Association of College and Research Libraries (2017), the teaching librarian can articulate how their contributions are relevant to the instructional context of courses, which involved designing assignments, assessing students' information literacy skills, and providing feedback on student assignments or projects.

Recommendations for Further Research

In this section, the researcher recommended future research in faculty–librarian collaborations in instructional settings. This section also summarized the practical applications of the results of the study. Those recommendations highlighted the overall importance and conclusions of the study.

The limitations of the study could be used for future researchers to use in order to confirm the results of this study as well as add significant factual knowledge in the light of other relevant experiences of faculty–librarian instructional collaborations. A primary focus for future research might be drawn from the research question and the results of the study (Evans et al., 2014). The following are the future research recommendations:

The study's survey was administered to a limited number of English faculty members who taught at 4-year public colleges and universities in Louisiana. Future researchers can expand their sample of participants by administering the survey to English faculty at private as well as public 4-year colleges and universities in Louisiana. To further expand the sample, future researchers can administer the survey to English faculty who teach at 4-year private and public

colleges and universities throughout the Southern United States. Expanding the survey to a larger English faculty sample would have the potential to result in ‘more rich’ multilayered data about faculty and library engagement (Brown & Malenfant, 2017).

The second limitation that the researcher encountered during the data collection was the repetitiveness of the participating librarians in answering the telephone interview questions. Besides expanding the sample of librarian participants to those who work at 4-year private and public colleges and universities throughout the Southern region of the United States, future researchers could categorize the librarians by whether they collaborate with undergraduate or graduate English faculty to integrate information literacy instruction in the curriculum. Supporting students in acquiring information literacy skills was a critical role for universities, as it improved the quality of student research and enhances students’ opportunities for lifelong learning (Harkins et al., 2011). However, additional research was needed concerning the collaborative approach to teaching information literacy to graduate students (Harkins et al., 2011). A study conducted by Pival, Lock, and Hunter (2008) found that graduate students demonstrated a high level of both competence and confidence in using information technology and accessing scholarly material. Although it was often assumed that incoming graduate students were information literate, many of them lacked the skills needed to effectively organize and critically evaluate research (Harkins et al., 2011). In addition to collecting data from participating librarians who may be reluctant about providing answers through telephone interviews, future researchers could use different methods of data collection such as invitational Google forms and email correspondence (Bryan, 2014).

The third limitation that the researcher encountered during the data collection was the demographic characteristics of the faculty sample that were not identified in terms of their

gender and the specific type of English classes that they taught. Researchers could conduct future studies with English faculty who taught not only first and second year writing and composition courses, but third and fourth year undergraduate writing and composition courses, specifically those English faculty who collaborated with librarians in information literacy instruction. Their specific gender could then categorize responses from each English faculty participant in their future research. According to Lindqvist et al. (2018), gender identity and sexism could be more regularly included in social science research. It was crucial that every researcher reflected upon why they included ‘gender’ as a variable, how it was connected to their research question, and what aspect/s of gender that best served as a predictor for the attitudes or behavior the researcher aimed to explain (Lindqvist et al., 2018).

Conclusion

This qualitative study intended to explore the collaboration of 10 faculty members and 10 academic librarians who integrated information literacy instruction into the academic curriculum. The study explored how those faculty and librarians perceived collaborations which affected undergraduate students who were enrolled in required second year English writing and composition courses, and who attended 4-year public colleges and universities in Louisiana. Through administering online surveys to faculty and conducting telephone interviews with librarians, the qualitative data collected and analyzed attempted to show how faculty–librarian instructional collaborations, using information literacy integration, affected student learning outcomes.

This qualitative research study was an embodiment of how faculty–librarian collaborations played a pivotal role in shaping the learning outcomes of students who were enrolled in second year English writing and composition courses at 4-year public college and

universities in Louisiana. When faculty and librarians collaborated in information literacy instructional environments, they acted as catalysts, agents of change, who could shape and transform the intellectual growth of student learners (American Library Association, 2006). Although there were a small number of respondents (English faculty and librarians) who participated in the study within the higher education academic community, the researcher recommended future research that would expand beyond the limitations of public college and universities in Louisiana to other public and private higher education institutions within the Southern region of the United States. This study changed the attitude of the researcher about faculty–librarian collaborations in hopes that the ultimate goal was to better serve students. The ultimate goal of all faculty and librarians should be to build the hopes and dreams of better educating our students (American Library Association, 2013).

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Appendix A: Telephone Interview Questions for Librarians

- a. In what ways do you as an academic librarian incorporate information literacy into your instructional classes?
- b. What benefits and challenges do academic librarians identify in making information literacy part of the instructional curriculum?
- c. Do you already have a collaborative relationship with faculty who teach second year English Writing and Composition courses at your institution? If so, do you have some examples of what you've done with this group? What worked well? What has not worked so well?
- d. What kinds of activities do you do as a liaison librarian with faculty to integrate information literacy instruction into their curriculum?
- e. Is there a clear relationship between the key skills needed as a liaison librarian for faculty to fully support integrating information literacy instruction into their curriculum?
- f. In your opinion, what are the top three (3), “Standards for Proficiencies for Instruction Librarians and Coordinators” (Gold and Grotti, 2013), skills needed to be a successful liaison librarian? Why?
 - 1) Administrative skills
 - 2) Assessment and evaluation skills
 - 3) Communication skills
 - 4) Curriculum knowledge
 - 5) Information literacy integration skills
 - 6) Instructional design skills
 - 7) Leadership skills

- 8) Planning skills
- 9) Presentation skills
- 10) Promotion skills
- 11) Subject Expertise
- 12) Teaching skills.

g. What kind of advice would you give to a new liaison librarian who's just starting or planning to collaborate with faculty to integrate information literacy instruction into their curriculum?

LOUIS (2017). *Information literacy interest group of the Louisiana library network consortium*.

<http://www.louislibraries.org/communities/interest-groups/illit>.

Appendix B: Online Survey Questions for Faculty

Demographic Questions

1. What is your faculty status?

- a. Tenured
- b. Tenure track (not yet tenured)
- c. Non-tenure track
- d. Adjunct
- e. Visiting

2. What is your age?

- a. 20 to 29
- b. 30 to 39
- c. 40 to 49
- d. 50 to 59
- e. 60+

3. How many years has it been since you earned your last degree?

- a. 1 year or less
- b. 2-5 years
- c. 6-10 years
- d. 11-20 years
- e. 21-30 years
- f. More than 30 years

4. With what public college or university in Louisiana are you affiliated?

- a. [Site name redacted – Location redacted]
- b. [Site name redacted – Location redacted]
- c. [Site name redacted – Location redacted]
- d. [Site name redacted – Location redacted]
- e. [Site name redacted – Location redacted]
- f. [Site name redacted – Location redacted]
- g. [Site name redacted – Location redacted]
- h. [Site name redacted – Location redacted]
- i. [Site name redacted – Location redacted]
- j. [Site name redacted – Location redacted]
- k. [Site name redacted – Location redacted]
- l. [Site name redacted – Location redacted]
- m. [Site name redacted – Location redacted]
- n. [Site name redacted – Location redacted]

5. What is your primary academic division?

- a. Arts & Humanities
- b. Natural Sciences, Math, Technology
- c. Social Sciences

Focus on Library Educational Services

Over the past academic year, how often have you recommended the following library services to your students?

RESPONSES: never (didn't know about it) / never (doesn't interest me) / rarely / occasionally / frequently

- a. Online databases & journals
- b. Subject Research Guides
- c. In-person reference/research
- d. Phone reference/research
- e. Email reference/research
- f. IM/chat reference/research
- g. (Love Your) Library drop-in workshop(s)
- h. Research appointment with a librarian
- i. Other (please specify) (*will be excluded from analysis*)

Relative to your expectations, how would you rate students enrolled in your courses in the following skills?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor / Below Average / Average / Above Average / Excellent

- a. Differentiate between types of information sources (e.g., scholarly v. popular literature, fact v. opinion)
- b. Effectively use Library databases, catalog(s), and other information resources to find relevant source material
- c. Evaluate sources to determine if they are authoritative
- d. Use sources to further an argument/thesis
- e. Provide proper attribution to source materials in their academic work
- f. Write annotated bibliographies

Over the present semester, how much have you emphasized the following in the courses you teach?

RESPONSES: very little / some/ quite a bit / very much

- a. Questioning the quality of information sources
- b. Appropriately citing the sources used in a paper or project
- c. Not plagiarizing another author's work
- d. Using practices (terminology, procedures, writing style, etc.) of a specific major or field of study
- e. Using peer-reviewed or scholarly sources in assignments

How well do your students' research skills meet your expectations?

RESPONSES: very little / some/ quite a bit / very much

- a. Do not meet my expectations. Students have more trouble with research than I expect for their level.
- b. Meet my expectations. Students have the skills I expect them to have.
- c. Exceed my expectations. Students are actually more competent than I expect with research.

How well do your students' technological skills meet your expectations?

RESPONSES: very little / some/ quite a bit / very much

- a. Do not meet my expectations. Students have more trouble with technology than I expect for their level.
- b. Meet my expectations. Students have the technological skills I expect them to have.
- c. Exceed my expectations. Students are actually more competent than I expect with technology.

How would you rate your college or university librarians' support for you in the following areas?

RESPONSES: I don't use this / I'm unaware of this / Poor / Below Average / Average / Above Average / Excellent

- a. Librarians work with you to incorporate research skills sessions/information literacy education into your courses
- b. Librarians work with you to purchase materials, keep you up-to-date on Library services, refer you to a librarian to provide instruction, etc.
- c. Librarians participating in your college/department to improve communication and advocate for Library services such as collections and instruction
- d. Librarians market Library events and news

On average, how often do you use or request the following Library Instruction and research services in your courses?

RESPONSES: didn't know about it / didn't know about it and would like to request it / not within the last few years / once every couple of years / about once a semester / multiple times a semester

- a. Librarian visiting my class or my class visiting the Library for a session with a librarian
- b. Add a librarian to a second year English writing and composition course site
- c. Librarians partnering on assignment development and course design (e.g., research

- assignment consultation, curriculum mapping)
- d. Online research guide designed for your course
- e. General online subject guide/LibGuide/Research Guide to Library and web resources
- f. Research appointments for students with a librarian

Overall, how satisfied are you with Library Instruction and research services?

- a Very dissatisfied
- b Somewhat dissatisfied
- c Neither satisfied or dissatisfied
- d Somewhat satisfied
- e Very satisfied
- f N/A

OPTIONAL: Please elaborate on your response to the previous question.

Do you collaborate with librarians in an instructional context in your courses?

- a Most of my classes include collaboration with a librarian
- b Only when I teach a class with a research component
- c No, because I don't teach classes that I feel require a librarian
- d No, because I feel I can teach research proficiencies without a librarian
- e No, because I don't feel librarians are qualified to collaborate in an instructional context
- f Didn't know I could

Based on your experience, please rate the quality of your college or university Librarian's support of student learning in the following areas?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor/ Below Average / Average / Above Average / Excellent

- a Teaching research and information literacy skills
- b Teaching and advising students on information ethics
- c Providing reference service
- d Providing individual research consultations
- e Providing outreach services, such as the Library cart, or meetings with students on campus

Overall, how satisfied are you with your college or university Library learning spaces/instructional classrooms?

- a Very dissatisfied
- b Somewhat dissatisfied
- c Neither satisfied or dissatisfied
- d Somewhat satisfied
- e Very satisfied

OPTIONAL: If you have suggestions for Library learning spaces/instructional classrooms, please elaborate on them here. Include suggestions for special software, upgraded equipment, etc...

OPTIONAL: What additional Library resources or services would help you to teach more effectively?

Lowe, M. S., Booth, C., & Savova, M. (2014). *Claremont colleges library faculty library survey summary report*. http://scholarship.claremont.edu/library_staff/24.

Appendix C: Demographic Data of Librarian Participants and Telephone Interview Questions and Responses of Librarians

Demographic Data of Librarian Participants

Type and Gender of Librarian Breakdown	<i>n</i> = 4	Percentage
Type of Librarian		
Information Literacy	3	75%
Director	1	25%
Gender		
Male	1	25%
Female	3	75%

Telephone Interview Questions and Responses of Librarians

	Respondent 1 Male Southwest LA	Respondent 2 Female Northeast LA	Respondent 3 Female Southeast LA	Respondent 4 Female Southeast LA
Q.1 In what ways do you as an academic librarian incorporate information literacy into your instructional classes?	Writing enriched courses and Gen. Ed. 1-shot instruction. Video tutorial w/embedded quizzes. Multi-class periods. Embedded librarianship.	Every aspect of the curriculum of the ACRL Framework for Information Literacy in Higher Ed (http://www.ala.org/acrl/standards/ilframework)	<ul style="list-style-type: none"> ▪ Use different databases for the ILI classes. ▪ Demonstrate and work through each different database, which is from the simplest to the more advanced. 	Incorporating ILI... <ul style="list-style-type: none"> ▪ Teach 1-on-1 classes. ▪ Conduct database research using Boolean operators, key terms, scholarly peer-reviewed articles and citations, writing formats, MLA vs APA. ▪ Specific ILI according to discipline.

<p>Q.2 What benefits and challenges do academic librarians identify in making information literacy part of the instructional curriculum?</p>	<ul style="list-style-type: none"> ▪ Faculty members not wanting to give time for library instruction. ▪ Assessment questions. ▪ Every couple of years they do a data mining project with reference questions to see what types of questions and from what classes are coming to the library. ▪ Use mandated quizzes to demonstrate what they're learning. ▪ Component for recording what the students are retaining. 	<ul style="list-style-type: none"> ▪ Make eight or twelve week sessions where librarians are given opportunities to help students retain information. ▪ Challenge faculty and administration to promote ILI because it all can't be taught in 1-shot sessions. ▪ Librarians need more time for assessment tools to help make ILI meaningful and retainable. 	<p>Challenge:</p> <ul style="list-style-type: none"> ▪ Expectations of the instructor about ILI. ▪ Often more requests come from graduate programs, where they leave the ILI up to the librarians. ▪ Librarians follow their own strategies in comparison to what faculty want them to do. 	<p>Benefits/Challenges</p> <ul style="list-style-type: none"> ▪ Lack of faculty collaboration. ▪ Have to make yourself known. ▪ Faculty set in their ways. ▪ Not familiar of how to adjust to ILI in their curriculum.
<p>Q.3 Do you already have a collaborative relationship with faculty who teach second year English Writing and Composition courses at your institution? If so, do you have some examples of what you've done with this</p>	<ul style="list-style-type: none"> ▪ Wonderful collaborative relationship with English 101 classes! ▪ Mandated with 1st & 2nd year English classes that coordinate with library for ILI students. ▪ Video tutorial module with 4 to 6 video tutorials with embedded quizzes for grades and interactive features. ▪ Tours of library 	<ul style="list-style-type: none"> ▪ Best ILI collaboration is with English and Technical Writing courses, which is taught at the beginning of these courses and at least twice a week. ▪ Librarians are given the entire class sessions to teach ILI. ▪ Faculty in these courses have actively embedded ILI into their curriculum. ▪ English faculty actively bring a reference librarian into their composition 1002 courses where they 	<p>Collaborative relationships...</p> <ul style="list-style-type: none"> ▪ Librarians use Credo Reference databases for ILI activities. ▪ Librarians work with features that databases can be easy for faculty to use. ▪ Faculty and students can use this database with ease of use, which makes it more attractive to learners. 	<p>Collaborative relationships...</p> <ul style="list-style-type: none"> ▪ Relationships need to be enhanced with English dept. ▪ Lack of collaboration between faculty members and the library. ▪ Events are scheduled where English professors are invited to

group? What worked well? What has not worked so well?	building as part of the embedded program.	<p>can talk about research.</p> <ul style="list-style-type: none"> Without ILI in courses, the writing quality of students papers go down for those papers that are proofed by librarians. Bringing students to the library is stressed to faculty that emphasize library instruction which helps them enhance their research and writing skills. 		<p>participate in collaborative initiatives.</p> <ul style="list-style-type: none"> Getting more faculty onboard with collaborating.
Q.4 What kinds of activities do you do as a liaison librarian with faculty to integrate information literacy instruction into their curriculum?	<ul style="list-style-type: none"> Liaison separate from instruction. ILI not required by the institution. Need to use instructional tools to promote ILI among the courses. English 101 and 102 courses all build on each other. These building blocks help the library focus more on evaluating and using information ethically along with being in line with the ACRL Framework. 	<p>Activities for promoting ILI in the curriculum...</p> <ul style="list-style-type: none"> Librarians make themselves available. ILI needs to be a credit-bearing course. Librarians offer to help students be at the level where they want and need to be during their academic career. The library offers English courses a scaffolding approach to writing that can translate to research. 	<p>Activities...</p> <ul style="list-style-type: none"> Special activities like games or quizzes to help with search tools. Special activities help them better understand how information is really used for research, writing and critical thinking. Communication is the key to making activities work. 	<p>Types of activities...</p> <ul style="list-style-type: none"> Pizza Plagiarism and Banned Book Week. Bingo/Cake Anarchy. National Library Week and Poetry/Spoken Word Week. Jeopardy! Designed to reach out to professors about ILI; specifically, towards the English dept.
Q.5 Is there a clear relationship between the key	<ul style="list-style-type: none"> There is no clear relationship between what key skills are 	<ul style="list-style-type: none"> There is a clear relationship between the key skills needed as a liaison librarian 	<p>Key skills...</p> <ul style="list-style-type: none"> Librarians and faculty understand each other's skill sets 	<p>Key skills needed...</p> <ul style="list-style-type: none"> Older faculty are

<p>skills needed as a liaison librarian for faculty to fully support integrating information literacy instruction into their curriculum?</p>	<p>needed as a liaison librarian for faculty to fully support integrating IL into the curriculum.</p> <ul style="list-style-type: none"> Library administration does not push ILI between librarians and faculty. 	<p>for faculty to support ILI.</p> <ul style="list-style-type: none"> It's less about the skills of the librarians and more about the willingness of the classroom counterparts to welcome librarians with open arms. 	<p>that will contribute to making ILI part of the curriculum.</p> <ul style="list-style-type: none"> Understand each other's roles that faculty and librarians have discrete skills and when those skills come together, they will work together to help with student learning outcomes. 	<p>not sure that younger librarians have the skills needed to reach their students.</p> <ul style="list-style-type: none"> Able to setup 1-on-1 sessions. Marketing is a very important skill needed for promoting resources. Library has setup welcome back to school events planned for next Fall for both faculty and students.
<p>Q.6 In your opinion, what are the top three (3), “Standards for Proficiencies for Instruction Librarians and Coordinators” (Gold and Grotti, 2013), skills needed to be a successful</p>	<ul style="list-style-type: none"> Presentation skills-faculty members do not believe librarians have the experience. Communication skills-faculty can be temperamental. Instructional design skills. These skills are needed to meet the standards and help students prepare for upper-level classes. 	<ul style="list-style-type: none"> Communications skills incorporates diplomacy-the ability to reach out to a faculty member and to understand the best way to approach them. Leadership skills-IL leaders, who should advocate to administration about IL services and have to be leaders and coordinators of instruction. Assessment and Evaluation-be able to assess student capacity and meaningful instruction. Makes instruction and assignments meaningful and enhances students 	<p>3 important skills...</p> <ul style="list-style-type: none"> Communication skills. Presentation skills. Information literacy integration skills. 	<p>Top 3 standards for proficiencies for ILI librarians...</p> <ul style="list-style-type: none"> Communications skills-know how to listen and present. Planning skills-be organized. Teaching skills-being able to assess learning theories and be able to learn what ways they do learn.

liaison librarian? Why? 1) <i>Administrative skills</i> 2) <i>Assessment and evaluation skills</i> 3) <i>Communication skills</i> 4) <i>Curriculum knowledge</i> 5) <i>Information literacy integration skills</i> 6) <i>Instructional design skills</i> 7) <i>Leadership skills</i> 8) <i>Planning skills</i> 9) <i>Presentation skills</i> 10) <i>Promotion skills</i> 11) <i>Subject Expertise</i> 12) <i>Teaching skills</i>		and their capacities not with just IL but with technology.		
Q.7 What kind of advice would you give to a new liaison librarian who's just starting or planning to collaborate with	<ul style="list-style-type: none"> ▪ Start small and start focused. ▪ Pick disciplines where you can reach out to faculty members who have the same instructional goals in mind for students. 	Advice to new librarians... <ul style="list-style-type: none"> ▪ Understand compromise and work within parameters. ▪ Do not underestimate charisma; be polite and willing to negotiate in compromising situations. 	Advice... <ul style="list-style-type: none"> ▪ Communicate! ▪ Attend faculty meetings. ▪ Setup a rapport with faculty and students. 	Advice... <ul style="list-style-type: none"> ▪ Make yourself known and attend department meetings. ▪ Make yourself visible on campus.

<p>faculty to integrate information literacy instruction into their curriculum?</p>	<ul style="list-style-type: none"> ▪ Have mini-goals in mind where you're focused on who is willing to collaborate and follow-up on instruction. 	<ul style="list-style-type: none"> ▪ Take opportunities to speak to faculty that you're working with in a way that has nothing to do with IL. ▪ Be aware of how to approach faculty about library services and have a great understanding of how to talk to each other about curriculum constraints. 		<ul style="list-style-type: none"> ▪ Encourage faculty to have a library day written in their curriculum or syllabus.
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Appendix D: Online Survey Questions and Responses of Faculty

Faculty Status of Participants

Faculty Status	<i>n</i> = 14	Percentage
Tenured	3	21.43%
Tenure track (not yet tenured)	4	28.57%
Non-tenured	5	35.71%
Adjunct	0	0%
Visiting	2	14.29%

Ages of Faculty Participants

Faculty Age	<i>n</i> = 14	Percentage
20 to 29	3	21.43%
30 to 39	5	35.71%
40 to 49	1	7.14%
50 to 59	2	14.29%
60+	3	21.43%

Years since last degree earned of faculty participants

Years Since Earning Last Degree	<i>n</i> = 14	Percentage
1 year or less	1	7.14%
2-5 years	2	14.28%
6-10 years	1	7.14%
11-20 years	5	35.71%
21-30 years	3	21.43%
More than 30 years	2	14.28%

Faculty 4-year Louisiana public college or university affiliation

	<i>n</i> = 14	Percentage
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	1	7.14%
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	2	14.29%
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	1	7.14%
[Site name redacted – Location redacted]	2	14.29%
[Site name redacted – Location redacted]	0	0%
[Site name redacted – Location redacted]	1	7.14%
[Site name redacted – Location redacted]	3	21.43%
[Site name redacted – Location redacted]	2	14.29%
[Site name redacted – Location redacted]	2	14.29%

Faculty Survey Responses of Library Services

Faculty Recommended Library Services to Students

Q5. Over the past academic year, how often have you recommended the following library services to your students?

1. Never
2. Rarely
3. Occasionally
4. Frequently

Faculty Recommendations of Library Services to Students (<i>n</i> = 14)	1-Never	2-Rarely	3-Occasionally	4-Frequently	Percentage Breakdown
Online Databases and Journals			13		92.86%
Subject Research Guides	12				85.71%
In-Person Reference/Research				11	78.57%
Phone Reference/Research				11	78.57%
Email Reference/Research		12			85.71%
IM/Chat Reference/Research				10	71.43%
Library Drop-in Workshops	11				78.57%
Research Appointment with a Librarian	12				85.71%

Faculty Ratings of Students' Performance Enrolled in English Writing and Composition

Q6. Relative to your expectations, how would you rate your students enrolled in your English Writing and Composition courses in the following skills?

Faculty Ratings of Students' Performance Enrolled in English Writing and Composition (<i>n</i> = 14)	1-Poor	2-Below Average	3-Average	4-Above Average	Percentage Breakdown

Differentiate between types of information sources (e.g., scholarly vs. popular literature, fact vs. opinion)			10		71.43%
Effectively use library databases, catalogs, and other information resources to find relevant source material			11		78.57%
Evaluate sources to determine if they are authoritative		11			78.57%
Use sources to further an argument/thesis			9		64.29%
Write annotated bibliographies			9		64.29%
Provide proper attribution to source materials in their academic work			8		57.14%

Faculty and the English Writing and Composition Courses They Teach

Q7. Over the past year, how much have you emphasized the following in the English Writing and Composition courses you teach?

1. Very little
2. Some
3. Quite a bit
4. Very much

How faculty emphasized the following in their English Writing	1-Very little	2-Some	3-Quite a bit	4-Very much	Percentage Breakdown

and Composition courses they teach (<i>n</i> =14)					
Questioning the quality of information sources				10	64.29%
Appropriately citing the sources used in a paper or project				10	71.43%
Not plagiarizing another author's work				9	64.29%
Using practices (terminology, procedures, writing style, etc.) of English Writing and Composition			10		71.43%
Using peer-reviewed or scholarly sources in assignments				9	64.29%

How Well Students' Technological Skills Meet Faculty Expectations

Faculty expectations of students' technological skills (<i>n</i> = 14)	Do not meet my expectations. Students have more trouble with technology than I expect for their level.	Meet my expectations. Students have the technological skills I expect them to have.	Exceed my expectations. Students are actually more competent than I expect with technology.
	4 (28.57%)	7 (50%)	3 (21.43%)

How Well Students' Research Skills Meet Faculty Expectations

Faculty expectations of students' research skills (<i>n</i> =14)	Do not meet my expectations. Students have more trouble with research than I expect for their level.	Meet my expectations. Students have the skills I expect them to have.	Exceed my expectations. Students are actually more competent than I expect with research.
	7 (50%)	3 (21.43%)	4 (28.57%)

Faculty Ratings of Librarians' Support

Q10. How would you rate your college or university librarians' support for you in the following areas? Please mark your answers in the boxes next to each question using the following responses:

1. Poor
2. Below average
3. Average
4. Above Average
5. Excellent
6. I don't use this
7. I'm unaware of this

Faculty ratings of college or university librarians support (n = 14)	1-Poor	2-Below Average	3-Average	4-Above Average	5-Excellent	6-I don't use this	7-I'm unaware of this	Percentage
Librarians work with you to incorporate research skills sessions/information literacy education into your courses				11				78.57%
Librarians work with you to purchase materials, keep you up-to-date on Library Services, refer you to a librarian to provide instruction, etc.				10				71.43%
Librarians participating in your college/department to improve communication and advocate for Library Services such as collections and instruction				12				85.71%

Faculty Requests of Library Instruction and Research Services

Q11. On average, how often do you use or request the following Library Instruction and Research Services in your courses? Please mark your answers in the boxes next to each question using the following responses:

1. Didn't know about it
2. Didn't know about it and would like to request it
3. Not within the last few years
4. Once every couple of years
5. About once a semester
6. Multiple times a semester

Faculty use or request of Library Instruction and Research Services in their courses (<i>n</i> = 14)	1- Didn't know about it	2-Didn't know about it and would like to request it	3-Not within the last few years	4-Once every couple of years	5-About once a semester	6-Multiple times a semester	Percentage
Librarian visiting my class or my class visiting the Library for a session with a librarian					11		78.57%
Add or embed a librarian into our college or university Learning Management System (LMS) course site		11					78.57%
Librarians partnering on assignment development and course design (e.g., research assignment consultation, curriculum mapping)		10					71.43%
Online research guide designed for your course		9					64.29%
General online subject guide/LibGuide/Research Guide to Library and web resources			10				71.43%
Research appointments for students with a librarian					10		71.43%

Faculty Satisfaction of Library Instruction and Research Services

Q12. Overall, how satisfied are you with Library Instruction and Research Services?

Faculty satisfaction with Library Instruction and Research Services (<i>n</i> = 14)	Very dissatisfied	Somewhat dissatisfied	Neither satisfied or dissatisfied	Somewhat satisfied	Very satisfied
Percentage Breakdown	3 (21.43%)	1 (7.14%)	1 (7.14%)	6 (42.86%)	3 (21.43%)

How Faculty Collaborate with Librarians in an Instructional Context

Q13. Do you collaborate with librarians in an instructional context in your courses?

How faculty collaborate with librarians in an instructional context in their courses (<i>n</i> = 14)	Percentage
Most of my classes include collaboration with a librarian	3 (21.43%)
Only when I teach a class with a research component	5 (35.71%)
No, because I don't teach classes that I feel require a librarian	1 (7.14%)
No, because I feel I can teach research proficiencies without a librarian	1 (7.14%)
No, because I don't feel librarians are qualified to collaborate in an instructional context	2 (14.29%)
Didn't know I could	2 (14.29%)

Faculty Rating on the Quality of Librarian's Support of Student Learning

Q14. Based on your experience, please rate the quality of your college or university Librarian's support of student learning in the following areas: Please mark your answers in the boxes next to each question using the following responses:

1. Poor
2. Below Average

3. Average
4. Above Average
5. Excellent

How faculty rate the quality of their college or university Librarian's support of student learning (<i>n</i> = 14)	1-Poor	2-Below Average	3-Average	4-Above Average	5-Excellent	Percentage
Teaching research and information literacy skills				8		57.14%
Teaching and advising students on information ethics				10		71.43%
Providing reference service				8		57.14%
Providing individual research consultations				9		64.29%
Providing outreach services, or meetings with students on campus			11			78.57%

Faculty Satisfaction with Library Learning Spaces/Instructional Classrooms with Comments

Q15. Overall, how satisfied are you with your college or university library learning spaces/instructional classrooms?

Faculty satisfaction with college or university library learning spaces/instructional classrooms (<i>n</i> = 14)	Very dissatisfied	Somewhat dissatisfied	Neither satisfied or dissatisfied	Somewhat satisfied	Very satisfied
Percentage Breakdown	1 (7.14%)	2 (14.29%)	4 (28.57%)	4 (28.57%)	2 (14.29%)

Q16. Comments What suggestions do you have to improve your college or university library learning spaces/instructional? What additional library resources or services would help you to teach more effectively?

I would like to see our university embed librarians in more courses. We do have a librarian embedded for online courses, but not so much first year courses, etc. I will say that our librarians are energetic and really want to help students and instructors.

We need a better way to do subject searches in the catalog. The fake google keyword everything search isn't great.

I only wish the state budget allowed the library to hire more staff and offer extended hours, including during breaks and weekends. Given the staff the library does have, the service is outstanding.

I would love to see a place where first-year students could go as a designated area for help with how to research and what to research.

Q17. Additional Comments or Suggestions (Optional)

Students should be allowed to check out books during the summer.

McNeese librarians go the extra mile to help faculty and students, and their attitude is positive and welcoming. Students report to me that they received a lot of help and were treated with respect. These students go back to the library on their own initiative later on.

Our library is understaffed and underfunded. They're doing their best with what they have.

Appendix E: Theme-Based Categories and Librarian Response Words and Phrases that Appeared Frequently

Themes	Notes on the words/phrases with interview notes page numbers	Notes on themes
Quality of collaborative relationships	<p><u>Librarian 1</u>: follow general ed. course curriculum; agree on one-shot instruction; agree on embedded instruction – page 1</p> <p><u>Librarian 2</u>: follow ACRL framework principles for IL (information literacy) in Higher Ed – page 4</p> <p><u>Librarian 3</u>: both use research databases in ILI (information literacy instruction) – page 8</p> <p><u>Librarian 4</u>: 1-on-1 classes; use research databases in instruction; specific information literacy instruction according to discipline – page 10</p>	<p>This category pertained to the quality of how librarians view their current situation of collaborating with faculty in information literacy instruction and other library services.</p> <p><i>Common keywords: one-shot instruction; 1-on-1 instruction; embedded instruction; research databases</i></p>
Benefits and challenges of collaborative relationships	<p><u>Librarian 1</u>: faculty not wanting to give time for library instruction; assessment; data mining project; mandated quizzes – page 1</p> <p><u>Librarian 2</u>: collaborated sessions with students; challenges to promote IL (information literacy) among faculty and administration; more time needed for quality assessment of information literacy instruction – page 4</p> <p><u>Librarian 3</u>: expectations of faculty about information literacy instruction); more information literacy instruction requests come from graduate programs-need to increase among undergraduate programs; librarians and faculty follow different instructional strategies – page 8</p> <p><u>Librarian 4</u>: lack of faulty collaboration; self-promoting services of librarians; faculty not flexible; faculty adjusting to having information literacy instruction in their curriculum – page 10</p>	<p>This category pertained to the benefits and challenges librarians face when attempting to integrate information literacy instruction into the English curriculum.</p> <p><i>Common keywords: no time for library instruction; more time needed for assessment; collaborated sessions; expectations of faculty; different instructional strategies</i></p>
Instructional aspects of collaboration	<p><u>Librarian 1</u>: mandated that information literacy instruction is included in 1st and 2nd year English courses; video tutorials</p>	<p>This category pertained to how and/or what collaborative instructional sessions have</p>

	<p>of information literacy instruction are embedded in the curriculum – page 1</p> <p><u>Librarian 2</u>: collaboration with English and Technical Writing taught with orientation of the classes and twice a week; librarians given entire class to teach information literacy instruction; information literacy instruction is actively embedded in the curriculum; English 1002 faculty embed reference librarian as research component in their classes; it is stressed to faculty to bring their classes to the library to enhance their research and writing skills – page 4</p> <p><u>Librarian 3</u>: information literacy instruction based on CREDO Reference; database features make it easy for faculty to use in their classes; database features makes it more attractive to learners – page 8</p> <p><u>Librarian 4</u>: events are scheduled where English professors are invited to participate in collaborative initiatives – page 10</p>	<p>occurred at the institutions where the librarians work.</p> <p><i>Common keywords: collaborate with English courses; information literacy instruction; embedded in the curriculum; research skills; database features</i></p>
Facilitating collaborative activities	<p><u>Librarian 1</u>: use of instructional tools to promote information literacy instruction among courses; English 101 and 102 build on each other – page 2</p> <p><u>Librarian 2</u>: library offers English courses a scaffolding approach to writing that can translate to research – page 5</p> <p><u>Librarian 3</u>: games and quizzes with search tools – page 8</p> <p><u>Librarian 4</u>: Banned book week activities; Bingo/Cake Anarchy; Poetry/Spoken Word during National Library Week; activities designed to promote information literacy instruction specifically towards the English dept. – page 10</p>	<p>This category pertained to the types of collaborative activities faculty and librarians do to integrate information literacy instruction in the curriculum.</p> <p><i>Common keywords: instructional tools; English courses; search tools; games; promote; research</i></p>
Collaborative skill sets	<p><u>Librarian 1</u>: no specific skills between faculty and librarians page 2</p> <p><u>Librarian 2</u>: the clear relationship between key skills of faculty and librarians in information literacy instruction; more important for faculty to</p>	<p>This category pertained to the relationship of skills librarians needed to successfully integrate information literacy instruction into the curriculum.</p>

	<p>welcome librarians in the classroom in comparison to their skill sets – page 6</p> <p><u>Librarian 3</u>: Understanding each other's skill sets contributes to making information literacy instruction part of the curriculum; Understanding each other's roles that faculty and librarians have discrete skills but when working together helps with student learning outcomes – page 9</p> <p><u>Librarian 4</u>: older faculty do not trust the skill sets needed of younger librarians to reach their students; setting up 1-on-1 instruction sessions; marketing skills to promote resources – page 11</p>	<p><i>Common keywords: relationship and understanding of roles and key skill sets between faculty and librarians; welcoming skills by faculty; trusting skills; marketing skills; student learning outcomes</i></p>
<p>Proficiencies of successful collaborations: Top 3 skills needed to be a successful Information Literacy Instruction librarian</p>	<p><u>Librarian 1</u>: a. Presentation-faculty do not believe librarians have the experience; b. Communication-faculty can be temperamental; c. Instructional design-skills needed to meet the standards and help students prepare for upper-level classes – page 3</p> <p><u>Librarian 2</u>: a. Communication-incorporates diplomacy, the ability to reach out to a faculty member and to understand the best way to approach them; b. Leadership-those who should advocate to administration about IL (information literacy) services and leaders/coordinators of instruction; 3. Assessment and Evaluation-be able to assess student capacity and meaningful instruction – page 6</p> <p><u>Librarian 3</u>: a. Communication; b. Presentation; c. Information Literacy Integration – page 9</p> <p><u>Librarian 4</u>: Communication-know how to listen and present; b. Planning-be organized; c. Teaching-be able to assess learning theories and ways students learn – page 11</p>	<p>This category pertained to the opinions of librarians about the top three skills needed to be a successful Information Literacy Instruction librarian according to, “Standards for Proficiencies for Instruction Librarians and Coordinators” (Gold & Grotti, 2013) and why.</p> <p><i>Common keywords: Presentation (2); Communication (4); reaching faculty members; advocating for ILI; leaders/coordinators of instruction; assessment; instruction; organized; ways students learn; teaching</i></p>
<p>Effects of successful collaborative efforts</p>	<p><u>Librarian 1</u>: Pick disciplines where a librarian can reach out to faculty members who have the same instructional goals in mind; have mini-goals where librarian is focused on which faculty member(s) are willing to</p>	<p>This category pertained to advice from seasoned librarians to new librarians about starting or planning collaborations with faculty in relation to integrating information literacy into the curriculum.</p>

	<p>collaborate and follow-up on instruction – page 3</p> <p><u>Librarian 2</u>: Understanding compromise and working with parameters; willing to negotiate in compromising situations; take opportunities to speak to faculty you’re working with in a way that has nothing to do with information literacy instruction; approach faculty about library services and have a great understanding of how to talk to each other about curriculum constraints; make instruction and assignments meaningful and enhances students and their capacities are with technology as well as IL (information literacy) – page 7</p> <p><u>Librarian 3</u>: communicate; attend faculty meetings; develop a rapport with faculty and students – page 9</p> <p><u>Librarian 4</u>: make yourself known and attend departments meetings; make yourself visible on campus; encourage faculty to have a library day written in their course curriculum and/or syllabus – page 11</p>	<p><i>Common keywords:</i> <i>instructional goals; collaborate and follow-up; compromise; opportunities; speaking with meeting with faculty; approaching faculty; course curriculum; assignments; information literacy; communicate; department meetings; make yourself visible</i></p>
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Appendix F: Letter of Invitation to Participate in Research Study

(Librarian Telephone Interviews)

Greetings Fellow Librarians!

My name is Cynthia J. Charles and I am a doctoral student in the College of Education at Concordia University–Portland, Oregon. I am working toward an Ed.D. in Educational Leadership and I’m inviting you to participate in my research study telephone interviews, which are focused on:

- Faculty–Librarian Collaborations;
- Information Literacy Instruction Integration; and
- The Effects of Student Learning Outcomes of Second Year English College Writing and Composition Students at Four Year Public Colleges and Universities in Louisiana.

The intent of this qualitative study is to explore the collaboration of faculty and librarians who embed information literacy instruction into their academic curriculum. The study will explore how faculty and librarians perceive joint collaborations effecting student learning outcomes of undergraduate students who are enrolled in required second year English writing and composition courses, and who attend four year public colleges and universities in Louisiana.

The telephone interviews for this study are specifically designed to ask librarians about their efforts and experiences in working collaboratively with faculty to integrate information literacy instruction in the academic curriculum of English writing and compositions courses. Generating qualitative data through the use of interviews will allow the respondents (librarians) to talk in some depth choosing their own words and help the researcher develop a real sense of the librarians’ understanding of faculty–librarian instructional collaborations (Sutton & Austin, 2015). The results of the interviews should show that instructional collaboration with faculty and librarians should help improve the writing and research skills of students (Shannon & Shannon, 2016).

Your voluntary participation is very important to the success of this study. If you are interested in participating, please contact me on my personal mobile phone at [redacted]. You can also contact me by email at [redacted]. The estimated time to complete the telephone interview is approximately five to seven minutes.

Thank you for taking the time to consider participating in these telephone interviews, which are scheduled to be conducted from August 20 thru September 21, 2018. The responses that you provide will be kept confidential, and you will not be personally identified in the research findings.

If you have any questions or concerns, please don’t hesitate to contact me. My contact information is listed below. I have also attached a copy of the interview questions for your perusal.

Thank you so much and have a wonderful day!

Cynthia J. Charles

Cynthia J. Charles, MLIS

[contact information redacted]

The distribution of this email has been approved by the Concordia University–Portland, Office of Research Integrity, CU IRB. The Claremont Colleges Library and Claremont University Consortium (M. Sara Lowe, Char Booth and Maria Savova) approved this open access questionnaire on their survey platform. If you have questions, please feel free to contact our CU IRB Director, Dr. OraLee Branch @: obbranch@cu-portland.edu or 503-493-6390. Thank you!



Ed.D. Office, 2811 NE Holman, Portland, OR 97211

Phone: 503-280-8539

Email: coe@cu-portland.edu

Website: <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/doctorate-education-edd>

Appendix G: Letter of Invitation to Participate in Research Study (Faculty Online Survey)

Greetings Fellow Faculty and Librarians!

My name is Cynthia J. Charles and I am a doctoral student in the College of Education at Concordia University–Portland Online. I am working toward an Ed.D in Educational Leadership and I'm inviting you to participate in my research study survey, which is focused on:

- Faculty–Librarian Collaborations
- Information Literacy Instruction Integration and
- The Effects of Student Learning Outcomes of Second Year English College Writing and Composition Students at Four Year Public Colleges and Universities in Louisiana.

The intent of this qualitative study is to explore the collaboration of faculty and librarians who embed information literacy instruction into their academic curriculum. The study will explore how faculty and librarians perceive joint collaborations effecting student learning outcomes of undergraduate students who are enrolled in required second year English writing and composition courses, and who attend four year public colleges and universities in Louisiana.

Your participation and feedback is very important to the success of this study. If you are interested in participating, please click the following link at [redacted] to complete this survey. The estimated time to complete this survey is approximately five to seven minutes.

Source:

Lowe, M.S., Booth, C., and Savova, M. (2014). *Claremont colleges library faculty library survey summary report*. http://scholarship.claremont.edu/library_staff/24.

Thank you for taking the time to respond. This survey will be open from June 17 thru July 16, 2018. If you have any questions or concerns, please don't hesitate to contact me. My contact information is listed below.

Thank you so much and have a wonderful day!

Cynthia J. Charles

Cynthia J. Charles, MLIS
[contact information redacted]

The distribution of this email has been approved by the Concordia University–Portland, Office of Research Integrity, CU IRB. The Claremont Colleges Library and Claremont University Consortium (M. Sara Lowe, Char Booth and Maria Savova) approved this open access questionnaire on their survey platform. If you have questions, please feel free to contact our CU IRB Director, Dr. OraLee Branch @: obbranch@cu-portland.edu or 503-493-6390. Thank you!

Appendix H: IRB Approval Letter



DATE: August 16, 2017

TO: Cynthia Charles, MLIS

FROM: Concordia University–Portland IRB (CU IRB)

PROJECT TITLE: [1089148-2] Faculty and Library Joint Collaborations: Perceptions of Collaborative Efforts of Information Literacy Integration in 2nd year English College Writing and Composition Classes at 4 year Public Colleges and Universities in Louisiana

REFERENCE #: EDD-20170617-Graham-Charles was not complete until 20170627

SUBMISSION TYPE: Revision

ACTION: APPROVED

APPROVAL DATE: August 16, 2017

EXPIRATION DATE: August 13, 2018

REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this project. The Concordia University–Portland IRB (CU IRB) has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio. All research must be conducted in accordance with this approved submission.

Your project includes research that will be conducted within an institution that is not Concordia University. As such, you need to have their permission to conduct research. You are responsible for contacting and following the procedures and policies of Concordia University and the other institution where you conduct research. You cannot begin recruitment or collection of data within that institution until you receive approval from that institution.

This submission has received Expedited Review based on the applicable federal regulations.

Attached is a stamped copy of the approved consent/assent form(s). You must use this/these stamped versions. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. The form needed to request a revision is called a Modification Request Form, which is available at www.cu-portland.edu/IRB/Forms.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please email the CU IRB Director directly, at obbranch@cu-portland.edu, if you have an unanticipated problem or other such urgent question or report.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project requires continuing review from the CU IRB on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of August 13, 2018.

You must submit a close-out report at the expiration of your project or upon completion of your project. The Close-out Report Form is available at www.cu-portland.edu/IRB/Forms.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Dr. OraLee Branch at 503-493-6390 or irb@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Concordia University–Portland IRB (CU IRB)'s records. August 16, 2017

Appendix I: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of the American Psychological Association*.

Cynthia J. Charles

Digital Signature

Cynthia J. Charles

Name (typed)

August 24, 2019

Date